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ABSTRACT

This curriculum guide, developed in North Carolina, is designed to help teachers guide students in making informed choices for their interaction with children throughout life. The course teaches students about the obligations and responsibilities of being caregivers and emphasizes the impact of adults on children's lives. While preparing for experiences with children either as parents, caregivers, or observers, students learn ways to assist children in dealing with stress, adjusting to change, and using technology. The whole child is emphasized through the study of physical, emotional, social, and intellectual development from infancy through preschool. The curriculum guide include competency matrixes, a course blueprint, a course outline, and 10 units of instruction. The units cover the following topics: parenting perspectives, parenting concerns, pregnancy and prenatal development, the miracle of birth, leadership and citizenship, health and safety, infants, toddlers, preschoolers, and child care and educational experiences. Each unit contains several lessons, each based on a competency. Each lesson plan includes an objective, a competency statement, a content outline keyed to competencies with suggested activities and resources, and suggested references. (KC)

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Parenting & Child Development

ED 384 826

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Vocational and Technical Education
North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

CE 065 574

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PARENTING AND CHILD DEVELOPMENT

Course Number 7065

CURRICULUM GUIDE

Issued by
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August 1994

FOREWORD

This new curriculum guide, Parenting and Child Development, will help students make informed choices for their interaction with children throughout life.

The Parenting and Child Development curriculum teaches students about the obligations and responsibilities of being caregivers. It emphasizes the impact of adults on children's lives. While preparing for experiences with children either as parents, caregivers, or observers, students learn ways to assist children in dealing with stress, adjusting to change, and using technology. To ensure appropriate guidance and to prevent abuse of children, students interpret the meaning and responsibilities of parenthood.

The whole child is emphasized through the study of physical, emotional, social, and intellectual development from infancy through preschool. Students apply appropriate methods to stimulate and encourage the development of the child at each age. Students also learn about childhood wellness, special needs children, and educational experiences for children. Finally, students have the opportunity to explore careers in child development.

This curriculum addresses the emerging needs of our high school students in today's society. Students integrate vocational and academic skills as well as prepare for the workforce. With the renewed interest in early childhood and the increased demand for competent caregivers, students gain skills which prepare them to be better parents, citizens and workers.

We hope this guide will be helpful to you and your students.

Bob Etheridge
State Superintendent of Public Instruction

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Introduction

Parenting and Child Development is a semester or year-long Consumer Home Economics course offered to students in grades 9 through 12. The following description is from the Program of Studies, Revised 1992 by Vocational and Technical Education, North Carolina Department of Public Instruction.

7065 (S-1 or Y-1) Credit: 1/2 unit or 1 unit
Grades: 9-12 Maximum Period Enrollment: 26

Semester 1: Parenting
This course provides education for effective, responsible parenting. Students explore roles and responsibilities of parents in a variety of parenting situations including teenage parenting. They study the physical and emotional aspects of pregnancy and childbirth. They also gain insight into the earliest genetic and environmental influences upon the developing child. Students discover the costs and obligations of being a parent and rearing a child. They learn about the influence of family structures on a child's development and are made aware of the importance of the parent on a child's development.
Prerequisite: None

Semester 2: Child Development
The course is a study of the early childhood years and the ways infants, toddlers, and preschoolers develop emotionally, socially, physically, and intellectually. Course content includes the care and guidance of children as well as ways to encourage their growth and development. Students investigate community services available to families with children and educational experiences for young children. Child development and family careers and job opportunities are explored.
Prerequisite: None
Parenting Semester 1 Recommended

The Parenting and Child Development curriculum was developed to integrate all aspects of the industry (AAI), the Secretary's Commission on Achieving Necessary Skills (SCANS), and basic skills. The matrices on pages 5-15 identify objectives and activities which support these areas.

WHAT ARE SCANS AND ALL ASPECTS OF THE INDUSTRY?

SCANS stands for The Secretary's Commission on Achieving Necessary Skills and was initiated by the U.S. Department of Labor. The SCANS competencies, or Workplace Know-How, define skills students need to be effective in today's workplace.

SCANS includes a three-part foundation of skills:

Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening;

Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning; and

Personal Qualities - individual responsibility, self-esteem, sociability, self-management and integrity.

and five competencies:

Resources - allocating time, money, materials, space and staff;
Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating and working with people from culturally diverse backgrounds;

Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information;

Systems - understanding social, organization, and technological systems, monitoring and correcting performance and designing or improving systems; and

Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

All Aspects of the Industry definitions are defined in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Section 117 of the Act calls for the an "annual assessment of the progress of programs funded under the Act in providing students with strong experiences in and understanding of all aspects of the industry the students are preparing to enter." These skills include:

Planning - any detailed scheme, program, or method worked out beforehand for the accomplishment of an objective;

Management - the act, manner, or practice of managing, handling or controlling something;

Finances - the science of management of money or other assets;

Technical and Production Skills - technical skills, pertaining to the abstract or theoretical (principle) aspects of the job;

Underlying Principles of Technology - the entire body of methods and materials used to achieve objectives;

Labor and Community Issues - workers collectively, team building, work benefits, work for wages; a social group or class having common interests, under the same government;

Health and Safety - functioning normally without disease, in an environment that is conducive to and promotes health and safety; and

Environmental Issues - protection of the natural environment, i.e., air, water, soil, resources.

HOW CAN SCANS AND ALL ASPECTS OF THE INDUSTRY COMPETENCIES BE INTEGRATED INTO HOME ECONOMICS CURRICULUM?

The integration of SCANS competencies or "Workplace Know-How" and All Aspects of the Industry skills focus on **how** one teaches as opposed to **what** one teaches. The role of the teacher needs to be examined and shifted from taskmaster to facilitator. To be simply an imparter of knowledge is a role teachers cannot afford to maintain, because the future for students may prove that knowledge to be obsolete and unapplicable. Students must be taught how to learn and continue to be learners throughout their lifetimes.

A few simple changes in one's approach to the role of teaching can make a tremendous difference in bringing classrooms into the 21st century. Home economics teachers already have an advantage because the curriculum is life skills. Relevancy is built into the curriculum. To integrate SCANS competencies and All Aspects of the Industry skills into the home economics curriculum, teachers must:

1. Make SCANS competencies and All Aspects of the Industry skills explicit.
Keep SCANS competencies and All Aspects of the Industry skills visible in the classroom through the use of posters or signs. Teach students what they are and why they are important. Identify competencies and skills being practiced in class. Use an All Aspects of the Industry and SCANS evaluation chart to assess a lesson, activity or unit.

2. Teach in context.
Make activities applicable to real-life situations. Identify the connection between what students are doing in class and how they can use it in real life. Whenever possible, assign real-life activities.

3. Focus on problem solving versus mastery of information.
Start lessons with a question to be answered or a problem to be solved. Engage students in deciding how to approach the question or problem. The role of the teacher then becomes one of facilitator instead of taskmaster or imparter of knowledge. Teamwork, decision making, problem solving and critical thinking become vital components in the learning process.

4. Develop active learners.
Students must become more responsible for their own learning. To accomplish this goal, teachers can offer more choices for students to decide how they will learn. Even though the content is prescribed in the curriculum, students can make decisions bout the activities they choose to learn the content. Students must be involved in a continual process of self-assessment. Supplemental assessment tools which can be used include portfolios, rubrics, authentic task assessment, student checklists, journals and other forms of self-assessment. (Refer to Lowe, Vicki and Lou Howell, How Do We Know They Know: Alternative Assessments in Home Economics. HEEA/Home Economics Education Association, Box 603, Gainesville, VA 22065, 1994.)

5. Use SCANS and All Aspects of the Industry competencies in combination.
Generally, an activity which requires the use of a combination of SCANS and All Aspects of the Industry competencies will require higher order thinking skills, more decision making and problem solving and more complex organizing systems.

SCANS AND ALL ASPECTS OF THE INDUSTRY INTEGRATION INTO HOME ECONOMICS CURRICULUM

COURSE: **Parenting and Child Development**
7065

EXPLANATION: The first objective in each unit in the course has been selected to illustrate that SCANS competencies and All Aspects of the Industry skills are already integrated into home economics curriculum. An activity for each objective was selected and specific SCANS and All Aspects of the Industry competencies were identified for that activity, along with an explanation of how the student must use those skills. Ways to further integrate SCANS and All Aspects of the Industry competencies are also identified.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
Parenting Perspectives	1.00 Summarize the relationship between learning about children and becoming a caring parent.	1.01 Interpret the impact of parents on the developing child.	2. Write an essay, "Parenting in my Own Life." Describe how you were parented and how you plan to parent.	Basic Skills Thinking Information Systems	The student must use thinking and writing skills to organize, interpret and communicate the information. He/She must also describe a social system--the family.	Using the computer to process information would integrate the use of **technology**. Sharing and comparing information in teams would integrate **interpersonal** skills and extend **thinking** skills.
Parenting Concerns	3.00 Analyze parenting concerns in today's environment.	3.01 Determine ways parents can assist children in dealing with stress and family crises.	6. Create a pamphlet that provides ways to deal with stress and family crisis. Distribute to doctors' offices, shelters, and other community agencies.	Basic Skills Thinking Personal Qualities Resources Information Interpersonal Systems Technology Planning Management Tech/Prod Skills Prin. of Tech Labor/Com Issues Health/Safety	This activity is an all-inclusive project which requires the student to work with others, conduct research, make decisions and solve problems. It has direct relevance to real life and the student not only learns the content of the objective, he/she makes a contribution to the community which is an opportunity to develop the SCANS personal qualities.	The activity includes most of the SCANS and All Aspects of the Industry skills. However, they can be extended further by developing additional activities to make the objective a community service project. Enter the project in the FHA/HERO "Chapter Service Project" event.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
Pregnancy and Prenatal Development	6.00 Interpret hereditary and environmental influences on prenatal development.	6.01 Describe the inheritance of physical traits.	4. Listen to a science teacher discuss the inheritance of personal characteristics. Conduct simple experiments in inheritance of traits.	Basic Skills Thinking Personal Qualities Resources Systems Planning Management Tech/Prod Skills Environmental	The student must listen, think about, plan, and use technical/production skills to manage the experiment.	Since no mention is made of the use of the information, a computer-generated chart (**technology**) could be used to organize and analyze the **information**.
Miracle of Birth	9.00 Determine preparations for the arrival of a baby.	9.01 Discuss family and home preparations for the arrival of the baby.	6. Read articles concerning preparations for family emotional and physical well-being during and immediately after childbirth. Complete summary of article.	Basic Skills Thinking Information Health/Safety	Reading, organizing and processing information are all inherent skills in this health issue.	A team approach for sharing information by summarizing and charting ways for families to stay emotionally and physically healthy would add **interpersonal** skills and extend **thinking** and organizing **information**.
Leadership and Citizenship	11.00 Work with others informally to accomplish group goals.	11.01 Use information to determine group action.	1. Survey parents and grandparents for information concerning old wives tales about pregnancy and childhood. Create a poem using a finding from the survey. Include in your poem the correct information about your finding.	Basic Skills Thinking Information Interpersonal Planning Management Tech/Prod Skills	Surveying relatives facilitates interpersonal skills and uses listening, speaking and writing. The poem requires creative thinking, planning, management and technical/production skills in the use of the information.	Allowing students to choose another way to interpret information other than a poem encourages the development of active and responsible learners. Encourage students to use computer **technology** to produce graphics for the poem or other ways to organize information. Publicize products to develop **personal qualities** of self-esteem.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
Health and Safety	13.00 Determine procedures for ensuring the health and safety of children.	13.01 Recognize practices that contribute to wellness in children.	1. Listen to a pediatrician discuss the importance of wellness in children. Complete a listening sheet.	Basic Skills Thinking Information	The activity requires listening and thinking skills. The listening sheet requires organization of the information.	Sharing the information recorded on the listening sheet in a class discussion would add **interpersonal** skills and extend **thinking** skills.
The Infant	14.00 Summarize environments which contribute to an infant's physical development.	14.01 Outline infant physical development.	1. View A Child Grows: The First Year (25 min.) on infant growth. Complete the quiz which accompanies the video.	Basic Skills Thinking Information Health/Safety	This activity focuses on listening, thinking about what was seen and processing that information by taking the quiz.	Have teams (**interpersonal**) use the computer to organize **information** about the physical growth of infants. Encourage **creative thinking** to identify a variety of ways to show that information--charts, graphs, graphic organizers.
The Toddler	18.00 Summarize environments which contribute to a toddler's physical development.	18.01 Outline toddler physical development.	5. Make a chart illustrating physical development of infants and toddlers. Discuss the differences in characteristics of children's bodies.	Basic Skills Thinking Resources Information Planning Tech/Prod Skills	Students probably need to do some reading and writing. They need to think, compare and plan how to organize the information visually, using some technical/production skills to create the chart.	Students can extend **information** by developing a checklist of criteria for an infant's and toddler's body to use in assessing characteristics labeled on the chart. Working int teams gives the opportunity to develop **interpersonal** skills, saves classroom time and encourage higher order **thinking** skills.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
The Preschooler	22.00 Summarize environments which contribute to a preschooler's physical development.	22.01 Outline preschooler physical development.	3. Examine growth charts for preschoolers. Determine the average amount of physical growth for the preschooler.	Basic Skills Thinking Information Systems Health/Safety	The students must be able to read the charts and perform basic math computations. The charts give the opportunity to examine information organized in a specific system.	Develop several problems that students must solve by correctly reading the growth charts to extend the **basic skill** of mathematics. Include problems which require **thinking** skills and drawing conclusions from what they have learned.
Child Care and Educational Experiences	26.00 Identify the characteristics of desirable provider care in individual and group settings.	26.01 Describe the types of care available for infants, toddlers, and preschoolers.	1. Describe types of care available in your community. Investigate the cost, worker ratio, and description of each center. Compile findings into a pamphlet. Distribute in doctors' offices and clinics.	Basic Skills Thinking Personal Qualities Resources Information Interpersonal Systems Technology Planning Management Finances Tech/Prod Skills Prin. of Tech Labor/Com Issues Health/Safety Environmental	This activity is an example of the integration of multiple SCANS and AAI skills. It should promote high motivation in students because they must become active, responsible learners whose product will provide a community service. The skills to produce the pamphlet require a team effort and the project is an example of a real life situation in which they can see relevancy.	The quality of the work desired will determine the extent to which the competencies are used. The activity could be expanded into a community service project to enter in the FHA/HERO "Chapter Service Project" event.

PARENTING AND CHILD DEVELOPMENT

Basic Skills	SCANS	All Aspects of the Industry
(C) Communication (M) Math (S) Science (SS) Social Studies	(R) Resources (IP) Interpersonal Skills (IF) Information (S) Systems (T) Technology	(P) Planning (M) Management (F) Finances (S) Technical and Production Skills (T) Underlying Principles of Technology (L) Labor and Community Issues (H) Health and Safety (E) Environmental Issues

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
001.01	Interpret the impact of parents on the developing child.				*		*										*	

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
001.02	Summarize major theories of child development.			*	*			*										
002.01	Recognize functions of the family.				*				*							*		
002.02	Summarize structures of contemporary families.				*				*							*		
003.01	Determine ways parents can assist children in dealing with stress and family crises.				*			*	*								*	
003.02	Relate parenting and family problems to the types of assistance available.	*			*	*		*								*		
003.03	Propose ways for families to manage resources that permit adjustments to change.		*		*	*						*	*					
003.04	Indicate ways parents can help children in using media and technology for personal development and enjoyment.	*			*			*		*					*			
004.01	Recommend appropriate methods for guiding children's behavior.	*			*		*	*								*	*	
004.02	Distinguish between discipline, punishment, abuse, and neglect.				*		*									*	*	
004.03	Summarize factors associated with child abuse and neglect.				*		*		*							*	*	
005.01	Interpret the meaning and responsibilities of parenthood.				*			*				*					*	
005.02	Determine influences on the parenthood decision.				*			*				*					*	

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
005.03	Compare family planning methods according to use and effectiveness in prevention of pregnancy and disease.			*				*									*	
006.01	Describe the inheritance of physical traits.			*				*									*	
006.02	Summarize the stages of prenatal development.			*				*									*	
006.03	Identify causes, symptoms, and preventive measures for birth defects.			*				*							*		*	
006.04	Identify types, purposes, and risks of prenatal tests.			*				*									*	
006.05	Recognize the risks of teen pregnancy.				*			*	*							*	*	
007.01	List physical changes during pregnancy.			*				*									*	
007.02	Interpret hazards to a healthy pregnancy.			*				*									*	
007.03	Recommend activities and care for a healthy pregnancy.			*				*				*					*	
008.01	Identify the nutritional needs of a pregnant woman.			*				*									*	
008.02	Explain the relationship between the mother's diet and the fetus.			*				*									*	
008.03	Plan a nutritionally adequate diet for a healthy pregnancy.			*				*			*						*	
009.01	Discuss family and home preparations for the arrival of a baby.		*		*	*					*	*	*				*	

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
009.02	Explain the labor process.			*				*									*	
009.03	Compare methods of delivery.			*				*									*	
010.01	List characteristics of the newborn.			*				*									*	
010.02	Recommend care of the newborn in relation to needs.			*			*	*						*			*	
010.03	Identify special needs of the low birth weight baby.			*		*		*								*	*	
011.01	Use information to determine group action.	*			*	*	*	*			*	*	*	*				
011.02	Use interpersonal communication skills to accomplish group goals.	*			*	*	*	*			*	*	*	*				
011.03	Manange resources to achieve group goals.	*			*	*	*	*			*	*	*	*				
012.01	Examine organizational rules.	*			*	*	*	*	*		*	*		*				
012.02	Demonstrate handling organizational business.	*			*	*	*	*			*	*	*	*				
013.01	Recognize practices that contribute to wellness in children.			*				*						*			*	
013.02	Identify signs and symptoms of childhood illnesses.			*				*									*	
013.03	Determine safety precautions for care of children.			*				*									*	
013.04	Explain appropriate responses to childhood injuries and emergencies.			*				*						*			*	

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
014.01	Outline infant physical development.			*				*									*	
014.02	Summarize physical care of an infant.			*				*						*			*	
015.01	Summarize infant emotional and social development.				*			*									*	
015.02	Relate infant care to emotional and social development.				*		*										*	
015.03	Recognize personality types in infants.				*		*										*	
016.01	Summarize infant intellectual development.	*						*									*	
016.02	Explain language development in infancy.	*					*										*	
016.03	Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development.	*			*					*	*						*	
017.01	Outline guidelines for feeding infants.			*				*									*	
017.02	Recommend appropriate food choices for infants.			*				*			*						*	
018.01	Outline toddler physical development.			*				*									*	
018.02	Summarize guidelines for toilet training.			*				*									*	
018.03	Recognize environments and techniques that support toddler independence.	*			*		*	*			*	*					*	
019.01	Summarize toddler emotional and social development.				*			*									*	

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	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
019.02	Relate a toddler's expression of emotions to his/her stage of development.	*					*										*	
019.03	Recommend practices which contribute to development of a positive self-concept.	*			*		*							*			*	
020.01	Summarize toddler intellectual development.	*						*									*	
020.02	Explain language development in the toddler.	*					*										*	
020.03	Evaluate learning activities in relation to a toddler's intellectual growth and development.	*			*					*	*						*	
021.01	Outline guidelines for feeding toddlers.			*				*									*	
021.02	Recommend appropriate food choices for toddlers.			*				*			*						*	
022.01	Outline preschooler physical development.			*				*									*	
022.02	Recognize environments and techniques that encourage personal responsibility in preschoolers.	*			*		*	*			*	*					*	
023.01	Relate the value of play to preschooler emotional and social development.				*				*								*	
023.02	Explain how conscience, personal priorities, and gender roles are formed by preschoolers.				*				*								*	
023.03	Summarize ways parents commmunicate love and affection to preschoolers.	*					*							*			*	

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry							
Obj. #	Course Objectives	C	M	S	SS	R	IP	IF	S	T	P	M	F	S	T	L	H	E
024.01	Summarize preschooler intellectual development.	*						*									*	
024.02	Explain language development in preschoolers.	*						*									*	
024.03	Evaluate learning activities in relation to stimulation of a preschooler's intellectual growth and development.	*			*					*	*						*	
025.01	Outline guidelines for feeding preschoolers.			*				*									*	
025.02	Recommend appropriate food choices for preschoolers.			*				*			*						*	
026.01	Describe the types of care available for infants, toddlers, and preschoolers.				*			*									*	
026.02	Recognize guidelines for choosing provider care for infants, toddlers, and preschoolers.				*			*									*	
027.01	Recognize the characteristics of children with special needs.				*			*									*	
027.02	Summarize environments and techniques that stimulate development in special needs children.				*			*						*			*	
028.01	Identify parenting and child development careers.				*			*								*		
028.02	Summarize the personal qualities needed for success in parenting and child development jobs and careers.				*		*									*		

HOME ECONOMICS EDUCATION

COURSE BLUEPRINT for 7065 (CIP# 20 0102): PARENTING AND CHILD DEVELOPMENT

(Course Length: 1 year; Class Length: 1 period)

Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to)	Time Hrs	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
		180		100%			
	SEMESTER ONE	90		50%			
A.	PARENTING PERSPECTIVES	13	100%	7%			
001.	Summarize the relationship between learning about children and becoming a caring parent.	5	38%	3%	C2	HISS	Core
001.01	*Interpret the impact of parents on the developing child.*	*3*	*23%*	*2%*	*C2*	*HISS*	*Core*
001.02	*Summarize major theories of child development.*	*2*	*15%*	*1%*	*C2*	*SCISS*	*Core*
002.	Summarize parenting roles and relationship in various family structures and cultures.	8	62%	4%	C2	SS	Core
002.01	*Recognize functions of the family.*	*2*	*16%*	*1%*	*C1*	*SS*	*Core*
002.02	*Summarize structures of contemporary families.*	*6*	*46%*	*3%*	*C2*	*SS*	*Core*
B.	PARENTING CONCERNS	26	100%	13%			
003.	Analyze parenting concerns in today's environment.	9	35%	4%	C3	HISS	Core
003.01	*Determine ways parents can assist children in dealing with stress and family crises.*	*3*	*11%*	*1%*	*C3*	*HISS*	*Core*
003.02	*Relate parenting and family problems to the types of assistance available.*	*2*	*8%*	*1%*	*C2*	*CISS*	*Core*
003.03	*Propose ways for families to manage resources that permit adjustments to change.*	*2*	*8%*	*1%*	*C3*	*MISS*	*Core*
003.04	*Indicate ways parents can help children in using media and technology for personal development and enjoyment.*	*2*	*8%*	*1%*	*C3*	*CISS*	*Core*
004.	Analyze guidance strategies for managing parenting concerns.	8	30%	5%	C3	HISS	Core
004.01	*Recommend appropriate methods for guiding children's behavior.*	*3*	*11%*	*2%*	*C3*	*CIHISS*	*Core*
004.02	*Distinguish between discipline,punishment,abuse,and neglect.*	*2*	*8%*	*1%*	*C3*	*HISS*	*Core*
004.03	*Summarize factors associated with child abuse and neglect.*	*3*	*11%*	*2%*	*C2*	*HISS*	*Core*

Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to)	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
005.	**Consider factors influencing the parenthood decision.**	**9**	**35%**	**4%**	**C3**	**HISS**	**Core**
005.01	*Interpret the meaning and responsibilities of parenthood.*	*3*	*11%*	*1%*	*C2*	*HISS*	*Core*
005.02	*Determine influences on the parenthood decision.*	*2*	*8%*	*1%*	*C3*	*HISS*	*Core*
005.03	*Compare family planning methods according to use and effectiveness in prevention of pregnancy and disease.*	*4*	*16%*	*2%*	*C3*	*HISC*	*Core*
C.	**PREGNANCY AND PRENATAL DEVELOPMENT**	**26**	**100%**	**16%**			
006.	**Interpret hereditary and environmental influences on prenatal development.**	**13**	**50%**	**8%**	**C2**	**HISC**	**Core**
006.01	*Describe the inheritance of physical traits.*	*1*	*4%*	*1%*	*C1*	*HISC*	*Core*
006.02	*Summarize the stages of prenatal development.*	*3*	*11%*	*2%*	*C2*	*HISC*	*Core*
006.03	*Identify causes,symptoms,and preventive measures for birth defects.*	*3*	*11%*	*2%*	*C1*	*HISC*	*Core*
006.04	*Identify types,purposes,and risks of prenatal tests.*	*2*	*8%*	*1%*	*C1*	*HISC*	*Core*
006.05	*Recognize the risks of teen pregnancy.*	*4*	*16%*	*2%*	*C1*	*HISS*	*Core*
007.	**Examine the characteristics of a healthy pregnancy.**	**8**	**305**	**5%**	**C3**	**HISC**	**Core**
007.01	*List physical changes during pregnancy.*	*2*	*8%*	*1%*	*C1*	*HISC*	*Core*
007.02	*Interpret hazards to a healthy pregnancy.*	*3*	*11%*	*2%*	*C2*	*HISC*	*Core*
007.03	*Recommend activities and care for a healthy pregnancy.*	*3*	*11%*	*2%*	*C3*	*HISC*	*Core*
008.	**Propose a nutritionally adequate diet for a healthy mother and child.**	**5**	**20%**	**3%**	**C3**	**HISC**	**Core**
008.01	*Identify the nutritional needs of a pregnant woman.*	*1*	*4%*	*1%*	*C1*	*HISC*	*Core*
008.02	*Explain the relationship between the mother's diet and the fetus.*	*2*	*8%*	*1%*	*C2*	*HISC*	*Core*
008.03	*Plan a nutritionally adequate diet for a healthy pregnancy.*	*2*	*8%*	*1%*	*C3*	*HISC*	*Core*
D.	**MIRACLE OF BIRTH**	**15**	**100%**	**9%**			
009.	**Determine preparations for the arrival of a baby.**	**7**	**46%**	**4%**	**C3**	**MISS**	**Core**
009.01	*Discuss family and home preparations for the arrival of a baby.*	*2*	*13%*	*1%*	*C2*	*MISS*	*Core*
009.02	*Explain the labor process.*	*2*	*13%*	*1%*	*C2*	*HISC*	*Core*
009.03	*Compare methods of delivery.*	*3*	*20%*	*2%*	*C3*	*HISC*	*Core*
010.	**Recommend practices for the care of the newborn.**	**8**	**54%**	**5%**	**C3**	**HISC**	**Core**
010.01	*List characteristics of the newborn.*	*3*	*20%*	*2%*	*C1*	*HISC*	*Core*
010.02	*Recommend the care of the newborn in relation to needs.*	*3*	*20%*	*2%*	*C3*	*HISS*	*Core*
010.03	*Identify special needs of the low birth weight baby.*	*2*	*14%*	*1%*	*C1*	*HISC*	*Core*

Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to)	Time Hrs	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
E.	**LEADERSHIP AND CITIZENSHIP**	**10**	**100%**	**5%**			
011.	**Work with others informally to accomplish group goals.**	**6**	**60%**	**3%**	**C3P**	**C**	**Core**
011.01	*Use information to determine group action.*	*2*	*20%*	*1%*	*C3P*	*C*	*Core*
011.02	*Use interpersonal communication skills to accomplish group goals.*	*2*	*20%*	*1%*	*C3P*	*C*	*Core*
011.03	*Manage resources to achieve group goals.*	*2*	*20%*	*1%*	*C3P*	*C*	*Core*
012.	**Use parliamentary law to accomplish group goals.**	**4**	**40%**	**2%**	**C3P**	**C**	**Core**
012.01	*Examine organizational rules.*	*2*	*20%*	*1%*	*C3*	*C*	*Core*
012.02	*Demonstrate handling organizational business.*	*2*	*20%*	*1%*	*C3P*	*C*	*Core*
	SEMESTER TWO	**90**		**50%**			
F.	**HEALTH AND SAFETY**	**10**	**100%**	**5%**			
013.	**Determine procedures for ensuring the health and safety of children.**	**10**	**100%**	**5%**	**C3**	**HISC**	**Core**
013.01	*Recognize practices that contribute to wellness in children.*	*3*	*30%*	*1%*	*C1*	*HISC*	*Core*
013.02	*Identify signs and symptoms of childhood illnesses.*	*2*	*20%*	*1%*	*C1*	*HISC*	*Core*
013.03	*Determine safety precautions for care of children.*	*2*	*20%*	*1%*	*C3*	*HISC*	*Core*
013.04	*Explain appropriate responses to childhood injuries and emergencies.*	*3*	*30%*	*2%*	*C2*	*HISC*	*Core*
G.	**THE INFANT**	**21**	**100%**	**12%**			
014.	**Summarize environments which contribute to an infant's physical development.**	**5**	**23%**	**3%**	**C2**	**HISC**	**Core**
014.01	*Outline infant physical development.*	*2*	*9%*	*1%*	*C2*	*HISC*	*Core*
014.02	*Summarize physical care of an infant.*	*3*	*14%*	*2%*	*C2*	*HISC*	*Core*
015.	**Summarize ways to enhance an infant's emotional and social development.**	**5**	**23%**	**3%**	**C2**	**HISS**	**Core**
015.01	*Summarize infant emotional and social development.*	*2*	*9%*	*1%*	*C2*	*HISS*	*Core*
015.02	*Relate infant care to emotional and social development.*	*2*	*9%*	*1%*	*C2*	*HISS*	*Core*
015.03	*Recognize personality types in infants.*	*1*	*5%*	*1%*	*C1*	*HISS*	*Core*
016.	**Propose ways to stimulate an infant's intellectual development.**	**7**	**34%**	**4%**	**C3**	**CIH**	**Core**
016.01	*Summarize infant intellectual development.*	*2*	*9%*	*1%*	*C2*	*CIH*	*Core*
016.02	*Explain language development in infancy.*	*2*	*9%*	*1%*	*C2*	*CIH*	*Core*
016.03	*Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development.*	*3*	*16%*	*2%*	*C3*	*CISS*	*Core*

Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to)	Time Hrs	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
017.	**Recommend ways to provide for an infant's nutritional needs.**	**4**	**20%**	**2%**	**C3**	**HISC**	**Core**
017.01	*Outline guidelines for feeding infants.*	*2*	*10%*	*1%*	*C2*	*HISC*	*Core*
017.02	*Recommend appropriate food choices for infants.*	*2*	*10%*	*1%*	*C3*	*HISC*	*Core*
H.	**THE TODDLER**	**23**	**100%**	**13%**			
018.	**Summarize environments which contribute to a toddler's physical development.**	**7**	**30%**	**4%**	**C2**	**HISC**	**Core**
018.01	*Outline toddler physical development.*	*2*	*9%*	*1%*	*C2*	*HISC*	*Core*
018.02	*Summarize guidelines for toilet training.*	*2*	*9%*	*1%*	*C2*	*H*	*Core*
018.03	*Recognize environments and techniques that support toddler independence.*	*3*	*12%*	*2%*	*C1*	*CISS*	*Core*
019.	**Determine ways to enhance a toddler's emotional and social development.**	**6**	**27%**	**3%**	**C3**	**HISS**	**Core**
019.01	*Summarize toddler emotional and social development.*	*2*	*9%*	*1%*	*C2*	*HISS*	*Core*
019.02	*Relate a toddler's expression of emotions to his/her stage of development.*	*2*	*9%*	*1%*	*C2*	*CIH*	*Core*
019.03	*Recommend practices which contribute to development of a positive self-concept.*	*2*	*9%*	*1%*	*C3*	*CIHISS*	*Core*
020.	**Propose ways to stimulate a toddler's intellectual development.**	**7**	**30%**	**4%**	**C3**	**CIH**	**Core**
020.01	*Summarize toddler intellectual development.*	*2*	*9%*	*1%*	*C2*	*CIH*	*Core*
020.02	*Explain language development in the toddler.*	*2*	*9%*	*1%*	*C2*	*CIH*	*Core*
020.03	*Evaluate learning activities in relation to a toddler's intellectual growth and development.*	*3*	*12%*	*2%*	*C3*	*CISS*	*Core*
021.	**Recommend ways to provide for a toddler's nutritional needs.**	**3**	**13%**	**2%**	**C3**	**HISC**	**Core**
021.01	*Outline guidelines for feeding toddlers.*	*2*	*9%*	*1%*	*C2*	*HISC*	*Core*
021.02	*Recommend appropriate food choices for toddlers.*	*1*	*4%*	*1%*	*C3*	*HISC*	*Core*
I.	**THE PRESCHOOLER**	**20**	**100%**	**11%**			
022.	**Summarize environments which contribute to a preschooler's physical development.**	**5**	**25%**	**3%**	**C2**	**HISC**	**Core**
022.01	*Outline preschooler physical development.*	*2*	*10%*	*1%*	*C2*	*HISC*	*Core*
022.02	*Recognize environments and techniques that encourage personal responsibility in preschoolers.*	*3*	*15%*	*2%*	*C1*	*CISS*	*Core*

Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to:)	Time Hrs	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
023.	**Summarize ways to enhance a preschooler's emotional and social development.**	**6**	**30%**	**3%**	**C2**	**HISS**	**Core**
023.01	*Relate the value of play to preschooler emotional and social development.*	*2*	*10%*	*1%*	*C2*	*HISS*	*Core*
023.02	*Explain how conscience,personal priorities,and gender roles are formed by preschoolers.*	*2*	*10%*	*1%*	*C2*	*HISS*	*Core*
023.03	*Summarize ways parents communicate love and affection to preschoolers.*	*2*	*10%*	*1%*	*C2*	*CIH*	*Core*
024.	**Propose ways to stimulate a preschooler's intellectual development.**	**6**	**30%**	**3%**	**C3**	**CIH**	**Core**
024.01	*Summarize preschooler intellectual development.*	*2*	*10%*	*1%*	*C2*	*CIH*	*Core*
024.02	*Explain language development in preschoolers.*	*2*	*10%*	*1%*	*C2*	*CIH*	*Core*
024.03	*Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development.*	*2*	*10%*	*1%*	*C3*	*CISS*	*Core*
025.	**Recommend ways to provide for a preschooler's nutritional needs.**	**3**	**15%**	**2%**	**C3**	**HISC**	**Core**
025.01	*Outline guidelines for feeding preschoolers.*	*1*	*5%*	*1%*	*C2*	*HISC*	*Core*
025.02	*Recommend appropriate food choices for preschoolers.*	*2*	*10%*	*1%*	*C3*	*HISC*	*Core*
J.	**CHILD CARE AND EDUCATIONAL EXPERIENCES**	**16**	**100%**	**9%**			
026.	**Identify the characteristics of desirable provider care in individual and group settings.**	**4**	**26%**	**2%**	**C1**	**SS**	**Core**
026.01	*Describe the types of care available for infants,toddlers,and preschoolers.*	*2*	*13%*	*1%*	*C1*	*SS*	*Core*
026.02	*Recognize guidelines for choosing provider care for infants,toddlers,and preschoolers.*	*2*	*13%*	*1%*	*C1*	*SS*	*Core*
027.	**Explain ways to encourage the growth and development of children with special needs.**	**6**	**37%**	**4%**	**C2**	**HISS**	**Core**
027.01	*Recognize the characteristics of children with special needs.*	*3*	*18%*	*2%*	*C1*	*HISS*	*Core*
027.02	*Summarize environments and techniques that stimulate development in special needs children.*	*3*	*19%*	*2%*	*C2*	*HISS*	*Core*
028.	**Summarize occupations and careers in parenting and child development.**	**6**	**37%**	**3%**	**C2**	**SS**	**Core**
028.01	*Identify parenting and child development careers.*	*3*	*18%*	*2%*	*C1*	*SS*	*Core*
028.02	*Summarize the personal qualities needed for success in parenting and child development jobs and careers.*	*3*	*19%*	*1%*	*C2*	*SS*	*Core*

PARENTING AND CHILD DEVELOPMENT
CONTENT OUTLINE

Semester 1

I. Parenting perspectives
   A. Parent-child relationships
      1. Impact of parents
      2. Child development theories
   B. Roles and relationships
      1. Family functions
      2. Family structures

II. Parenting concerns
   A. Today's environment
      1. Stress and crises
      2. Assistance
      3. Resource management
      4. Media and technology
   B. Guidance concerns
      1. Guidance
      2. Discipline
      3. Abuse and neglect
   C. Parenthood decision
      1. Meaning and responsibilities
      2. Influences
      3. Family planning methods

III. Pregnancy and prenatal development
   A. Heredity and environment
      1. Inheritance
      2. Prenatal development
      3. Birth defects
      4. Prenatal tests
      5. Teen pregnancy
   B. Healthy pregnancy
      1. Physical changes
      2. Hazards
      3. Activities and care
   C. Diet
      1. Nutritional needs
      2. Effects on the fetus
      3. Food choices

IV. Miracle of birth
  A. Preparations
    1. Family and home
    2. Labor process
    3. Methods of delivery
  B. Newborn care
    1. Characteristics
    2. Care and needs
    3. Low birth weight baby

V. Leadership and citizenship
  A. Group goals
    1. Information
    2. Communication
    3. Resources
  B. Parliamentary law
    1. Organizational rules
    2. Organizational business

Semester 2

VI. Health and safety of children
  A. Health
    1. Wellness
    2. Childhood illnesses
  B. Safety
    1. Precautions
    2. Injuries and emergencies

VII. The infant
  A. Physical development
    1. Characteristics
    2. Care
  B. Emotional and social development
    1. Characteristics
    2. Care
    3. Personality types
  C. Intellectual development
    1. Characteristics
    2. Language
    3. Learning activities
  D. Nutritional needs
    1. Guidelines
    2. Food choices

VIII. The toddler
- A. Physical development
  1. Characteristics
  2. Toilet training
  3. Independence
- B. Emotional and social development
  1. Characteristics
  2. Emotions
  3. Self-concept
- C. Intellectual development
  1. Characteristics
  2. Language
  3. Learning activities
- D. Nutritional needs
  1. Guidelines
  2. Food choices

IX. The preschooler
- A. Physical development
  1. Characteristics
  2. Personal responsibility
- B. Emotional and social development
  1. Play
  2. Conscience and gender roles
  3. Love and affection
- C. Intellectual development
  1. Characteristics
  2. Language
  3. Learning activities
- D. Nutritional needs
  1. Guidelines
  2. Food choices

X. Child care and educational experiences
- A. Child care
  1. Types
  2. Choosing care
- B. Special needs children
  1. Characteristics
  2. Environments and techniques
- C. Educational experiences
  1. Parenting and child development careers
  2. Personal qualities

USING THE CURRICULUM GUIDE

COURSE: Course Title from Program of Studies

UNIT: Unit Title from Course Blueprint

COMPETENCY: Competency number, type behavior, competency, and time are reprinted from Course Blueprint.

OBJECTIVE: Objective number, type behavior, objective, and time are reprinted from Course Blueprint.

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
The portion of the course outline printed on this page relates specifically to this objective. The outline consists of content from the Course Blueprint, test item bank, and state-adopted texts.	Levels of behavior are coded to each activity. Levels will vary.	Various of activities are included. Activities state what the student may do to achieve this objective. Teachers may select some, all, or none of the activities. FHA-HERO activities are marked with the symbol ✔.	Resources are matched to each activity. Videos, software, and other resources are suggested. The company contact information is included. Key: SWB - Student Workbook TRB - Teacher's Resource Binder/Book TRC - Teacher's Resource Center TRG - Teacher's Resource Guide

State-adopted texts which apply to this objective are listed here.

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 Summarize the relationship between learning about children and becoming a caring parent.
1.00 (5 days)

OBJECTIVE: C2 Interpret the impact of parents on the developing child.
1.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parents as Leaders Set goals and standards Are educated/ knowledgeable	C1	1. Complete "What Do You Know About Children?" Discuss how studying children can prepare you to be a better parent.	CD: RRR, TRB, 167-168
Have realistic expectations Help child reach full potential Understand child's needs	C2	2. Write an essay, "Parenting in my Own Life." Describe how you were parented and how you plan to parent.	CDP, SWB, 12
Impact on Children Cooperative Decisive Inquisitive Secure	C2	3. Complete "Interview: Childhood Profile." Interview family members discussing their childhood experiences and how it influenced their parenting styles.	CDP, SWB, 7
Trusting	C2	4. Discuss the early bonding experience between parents and infant. What difficulties does the child have if this bonding does not occur? How is it helpful for the father to be consciously included in this experience?	Brazelton & Cramer, The Earliest Relationship: Parents, Infants and the Drama of Early Attachment, Addison Wesley Publishing Co., 1990
	C2	5. Bring in one item from your childhood. Show to the class and explain the history of the item. What does it mean to you?	

Child Development and Parenting, 3-4, 7-11, 25-29, 34-36, 39-45, 51-54, 86
Child Development: Roles, Responsibilities, Resources, 8, 13-14, 161-162, 222
Parenting and Teaching Young Children, 18, 56-57, 149, 208-209, 380
The Developing Child, 16-17, 21, 29-30, 34, 38-39, 46, 48, 416-426, 437

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 1.00 Summarize the relationship between learning about children and becoming a caring parent. (5 days)

OBJECTIVE: C2 1.01 Interpret the impact of parents on the developing child. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parents as Leaders Set goals and standards Are educated/ knowledgeable Have realistic expectations Help child reach full potential Understand child's needs Impact on Children Cooperative Decisive Inquisitive Secure Trusting	C2	6. Throughout the year, share and participate in family traditions. Explain how different ages could participate.	

Child Development and Parenting, 3-4, 7-11, 25-29, 34-36, 39-45, 51-54, 86
Child Development: Roles, Responsibilities, Resources, 8, 13-14, 161-162, 222
Parenting and Teaching Young Children, 18, 56-57, 149, 208-209, 380
The Developing Child, 16-17, 21, 29-30, 34, 38-39, 46, 48, 416-426, 437

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 1.00 Summarize the relationship between learning about children and becoming a caring parent. (5 days)

OBJECTIVE: C2 1.02 Summarize major theories of child development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Child Development Theories Principles of development Cognitive theories Binet Kohlberg Mahler Montessori Piaget Socioemotional theories Erikson Freud Gesell Behavioral theories Skinner Havighurst	C1	1. Read in the literature or view video about observing children. Take notes on how to observe children.	Observation (30 min.) The Developing Child Series, Magna Systems 1-800-523-5503 Observing Children (10:27 min.) Nasco 1-800-558-9595
	C1	2. Using Concentration, match the theorist to theory.	Match cards
	C2A	3. View video Theories of Development (30 min.). Define theory. What is the theoretical approach to the study of human development? Discuss the nature vs. nurture controversy.	The Developing Child Series, Magna Systems 1-800-523-5503
	C2	4. Discuss the laws of development by completing "Describing Development." Draw a situation from a hat. Identify the characteristic of development described in the situation.	TDC, SWB, 11-12 TDC, TRB, 35

Child Development and Parenting, 61-74
Child Development: Roles, Responsibilities, Resources, 176-177, 217-218, 237, 292-293, 381, 474-475
Parenting and Teaching Young Children, 19-23, 67, 149,467-475
The Developing Child, 26-30,361, 442

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 1.00 Summarize the relationship between learning about children and becoming a caring parent. (5 days)

OBJECTIVE: C2 1.02 Summarize major theories of child development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Child Development Theories Principles of development Cognitive theories Binet Kohlberg Mahler Montessori Piaget Socioemotional theories Erikson Freud Gesell Behavioral theories Skinner Havighurst	C2	5. Divide into five groups. Choose one developmental theorist. Create a poster presenting the theorist's developmental themes.	Poster paper Art supplies
	C2	6. Observe a small group of toddlers and preschoolers. Using a chart detailing theorist's themes, for example, object permanence, fill in examples from your observation.	Chart
	C2	7. Participate in Theories of Child Development (Apple, IBM) to summarize studies of theorists.	Projected Learning Programs 1-800-248-0757

Child Development and Parenting, 61-74
Child Development: Roles, Responsibilities, Resources, 176-177, 217-218, 237, 292-293, 381, 474-475
Parenting and Teaching Young Children, 19-23, 67, 149, 467-475
The Developing Child, 26-30, 361, 442

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 Summarize parenting roles and relationships in various family structures and cultures. (8 days)
2.00

OBJECTIVE: C1 Recognize functions of the family. (2 days)
2.01

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Family Functions Child-care/ socialization Housekeeping Kinship Providing Recreational Sexual-identify Therapeutic Family Life Cyle	C1A		1. View Child in the Family (30 min.). Complete listening sheet by defining different forms of the family, functions of the family, and changes within the family systems.	The Developing Child Series, Magna Systems 1-800-523-5503 Listening sheet
	C1		2. Interview your own or any grandparent about the birth or care of his/her children to see how practices and attitudes have changed.	
	C1A		3. View video History and Trends (30 min.). Complete listening sheet noting changes in childhood past and present.	The Developing Child Series, Magna Systems 1-800-523-5503 Listening sheet
	C1	✔	4. Take a field trip to a retirement or nursing home to talk with residents about their childhoods. Record what they wore, ate, and did as children.	
	C2		5. In small groups, write a definition of the family. Combine into a class definition.	

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Child Development: Roles, Responsibilities, Resources, 27-30
Parenting and Teaching Young Children, 369-375
The Developing Child, 417

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 Summarize parenting roles and relationships in various family structures and cultures.
2.00 (8 days)

OBJECTIVE: C1 Recognize functions of the family.
2.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Functions Child-care/ socialization Housekeeping Kinship Providing Recreational Sexual-identity Therapeutic Family Life Cycle	C2	6. Choose one of the family functions. Make a collage of examples of that function. Post in class.	Art supplies
	C2	7. Using the listed functions of the family, compare families from various cultures. How are family life cycles different?	CD: RRR, TRB, 291 PTYC, TRB, 143-144
	C2	8. Identify the stage of the family life cycle for your family. Discuss needs and concerns of that stage in your situation. Give examples of how your family carries out each of the family functions.	"Family Life Cycle," CD: RRR, TRB, 127-128
	C2	9. After viewing artwork or family photos from past generations, draw a mural showing childhood over time.	Art supplies
	A	10. Listen to a guest speaker from another culture discuss family life and its impact on parenting.	

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COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 2.00 Summarize parenting roles and relationships in various family structures and cultures. (8 days)

OBJECTIVE: C1 2.01 Recognize functions of the family. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Family Functions Child-care/ socialization Housekeeping Kinship Providing Recreational Sexual-identity Therapeutic	C2	✔	11. Research family life in another culture. Participate in "Illustrated Talk Event."	1994-96 NC FHA/HERO Competitive Events Manual
	C2		12. Discuss cultural influences on food choices and meal patterns in families. Conduct taste test of foods from various cultures.	
Family Life Cycle	C2		13. Select a book, television program, or movie. Identify family structure; discuss relationship between parents and children.	

Child Development and Parenting, 12-14
Child Development: Roles, Responsibilities, Resources, 27-30
Parenting and Teaching Young Children, 369-375
The Developing Child, 417

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 2.00 Summarize parenting roles and relationships in various family structures and cultures. (8 days)

OBJECTIVE: C2 2.02 Summarize structures of contemporary families. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures Adoptive family Blended family Dual-career family Extended Single-parent family Substitute parent Teenage parent Traditional	C2	1. Brainstorm a list of ways families have changed in the 20th century.	Variations on a Theme (30 min.) Meridian Education Corporation 1-800-727-5507
	C1	2. Divide into 7 small groups to research and present structures of contemporary families.	"Types of Families," CD: RRR, TRB, 211-212
	C1A	3. Invite parents who have successfully or unsuccessfully been through the adoption process or someone who has given a baby up for adoption. List the factors to consider in the adoption process. Complete listening sheet. Videotape to use in other parenting classes.	Listening sheet
	C1	4. Listen to a panel discussion of parents and teens in blended families. List problems and concerns identified by members of blended families.	Blended Families: Yours, Mine, and Ours (30 min.) Meridian Education Corporation 1-800-727-5507

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Child Development: Roles, Responsibilities, Resources, 30-43
Parenting and Teaching Young Children, 46-52, 369
The Developing Child, 49-50, 69, 445-450

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 Summarize parenting roles and relationships in various family structures
2.00 and cultures.
(8 days)

OBJECTIVE: C2 Summarize structures of contemporary families.
2.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures Adoptive family Blended family Dual-career family Extended Single-parent family Substitute parent Teenage parent Traditional	C1	5. Brainstorm to identify all the people who serve as substitute parents in children's lives.	
	C2	6. Read articles from the media which center on family structures in the 20th century. Write a summary.	Newspapers Periodicals
	C2	7. View segments from television or movies of famous parents. Identify family structures. Are these roles and relationships portrayed realistically?	Television or movie segments
	C2	8. Write to adoption agencies for information. Compare costs, requirements, and regulations.	
	C2A	9. Listen to a guest speaker from social services or a foster parent discuss foster parenting. Write a reaction to the presentation.	

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The Developing Child, 49-50, 69, 445-450

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 2.00 Summarize parenting roles and relationships in various family structures and cultures. (8 days)

OBJECTIVE: C2 2.02 Summarize structures of contemporary families. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures Adoptive family Blended family Dual-career family Extended Single-parent family Substitute parent Teenage parent Traditional	C2A	10. Listen to a representative from the NC Coalition on Adolescent Pregnancy discuss the problems of teenage parenting. Discuss concerns in teenage parent families.	NC Coalition on Adolescent Pregnancy 1-800-624-3228
	C2A	11. View video on teenage parenting. Write a reaction to the video describing how being a teenage parent would change your life.	Teen Mom: A New Beginning (43 min.) EMC Publishing 1-800-328-1452
	C3 ✔	12. Participate in "Interpersonal Communications Event."	1994-96 NC FHA/ HERO Competitive Events Manual
	C3	13. In cooperative learning groups, analyze case studies and determine reasons for having single-parent families. Discuss special needs and concerns of single-parent families. Share findings with class.	"Interviewing a Single Parent," CD: RRR, TRB, 169

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The Developing Child, 49-50, 69, 445-450

COURSE: Parenting and Child Development **UNIT:** Parenting Perspectives

COMPETENCY: C2 2.00 Summarize parenting roles and relationships in various family structures and cultures. (8 days)

OBJECTIVE: C2 2.02 Summarize structures of contemporary families. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures Adoptive family Blended family Dual-career family Extended Single-parent family Substitute parent Teenage parent Traditional	C3	14. Divide into five groups: the teen mother, the teen father, the baby, the teens' parents, and society. Brainstorm the ways each is affected financially, emotionally, physically, mentally, and socially by teenage pregnancy/parenting situations. Report to class by completing a chart on the board with findings. Explain how teenage parenting affects society.	Decisions, Teens, Sex, and Pregnancy (26 min.) J. Weston Walsh 1-800-341-6094

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Child Development: Roles, Responsibilities, Resources, 30-43
Parenting and Teaching Young Children, 46-52, 369
The Developing Child, 49-50, 69, 445-450

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C3 Determine ways parents can assist children in dealing with stress and family crises.
3.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Stresses and Crises Death Disability Divorce Illness Loss of income/job Moving	C1A	1. View No Fault Kids (23 min.) on problems facing children of divorced parents. Complete a viewing sheet. Suggest how parents should handle divorce with children. Identify possible effects of divorce on children at different ages.	Cambridge Educa ional 1-800-468-4227
Dealing with Stress Continuity Feelings Flexibility Honesty Independence Involvement Support	C1	2. Complete "Coded Messages." Discuss in class.	TDC, SWB, 164
	C2	3. Brainstorm situations which could cause stress in a family. Discuss the affect stress has on children.	
	C2	4. Discuss poverty, drug and substance abuse and mental illness as factors creating or reflecting stress on parents. How can caregivers assist children in dealing with stress and family crises?	Mental Health Center
	C3	5. Role play crisis situations in class. Offer appropriate methods to handle the situation.	CDP, SWB, 98-100 PTYC, TRC, 150

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Child Development: Roles, Responsibilities, Resources, 291-292, 444-455
Parenting and Teaching Young Children, 380-390
The Developing Child, 453-460, 464-470

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C3 Determine ways parents can assist children in dealing with stress and family crises.
3.01 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Family Stesses and Crises Death Disability Divorce Illness Loss of income/job Moving Dealing with Stress Continuity Feelings Flexibility Honesty Independence Involvement Support	C3		6. Divide into small groups. Solve a case study from "Giving Advice." Share solution with class and discuss.	TDC, SWB, 165-166
	C3	✔	7. Create a pamphlet that provides ways to assist children in dealing with stress and family crisis. Distribute to doctors' offices, shelters, and other community agencies.	CD: RRR, TRB, 280, 409

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Child Development: Roles, Responsibilities, Resources, 291-292, 444-455
Parenting and Teaching Young Children, 380-390
The Developing Child, 453-460, 464-470

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C2 Relate parenting and family problems to the types of assistance available.
3.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Assistance Agencies Aid to Families with Dependent Children American Red Cross Employment Security Commission Health department March of Dimes Narcotics Anonymous Parents Anonymous Social services	C1	1. Survey parents in your community to identify problems they face and needs for assistance. Identify barriers to getting services that do exist.	
	C2	2. Use newspapers to identify current crises in families and with children. Identify the assistance available.	Children's Defense Fund 122 C. St., N.W. Washington, DC 20001 Newspapers
Professionals Pediatrician Physical therapist Psychologist Social worker	C2	3. Use social services, health department, mental health center and family services agencies as resources to summarize frequency and type of parenting problems in your community. What kinds of assistance are needed by parents? What kinds are available?	"Helping Children in Crisis," PTYC, TRC, 149
	C2	4. Make a directory showing which services are "rights" available to all parents and which are targeted to certain parents under what conditions.	Computer

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Child Development: Roles, Responsibilities, Resources, 454-455
Parenting and Teaching Young Children, 390

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C2 Relate parenting and family problems to the types of assistance available.
3.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Types of Assistance Agencies Aid to Families with Dependent Children American Red Cross Employment Security Commission Health department March of Dimes Narcotics Anonymous Parents Anonymous Social services	C2		5. Complete a "Help Hotline" of agencies which assist families. Distribute to school classrooms for posting.	CD: RRR, TRB, 277-278
	C3	✔	6. Read case studies about parenting and family problems. Use the FHA/HERO planning process to interpret the problem and identify the assistance available.	Learn*Live*Lead NC FHA/HERO Handbook Case studies
Professionals Pediatrician Physical therapist Psychologist Social worker	C3		7. Choose a card from a deck of family problem cards. Role play how a parent can seek assistance.	Family problem cards
	C3	✔	8. Create a pamphlet identifying community agencies, medical sources, and self-help groups in your community. Distribute to social service agencies, hospitals, doctors' offices, churches, and community centers.	"Using Community Resources," CD: RRR, TRB, 203-204

Child Development and Parenting, 413-418
Child Development: Roles, Responsibilities, Resources, 454-455
Parenting and Teaching Young Children, 390

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C3 Propose ways for families to manage resources that permit adjustments to change.
3.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Ways to Manage Divide work Flextime Jobsharing Set priorities Make tradeoffs Budget resources Make a to-do list Follow routines Discuss adjustments	C1	1. Interview parents of preschoolers about the adjustment of the family resources and routines to meet children's needs.	
	C1	2. Brainstorm resource management techniques that permit adjustment of family routines.	Work and Family Clearinghouse 1-800-827-5335
	C1A	3. View Working Parents: Balancing Kids and Careers (25 min.). Identify ways that families have to adjust resources to meet the demands of parenting and careers.	The Learning Seed 1-800-634-4941
	C2	4. Invite a family counselor or relocation specialist to discuss ways they assist families in managing resources. Write a summary of management techniques discussed.	
	C3	5. Write a case study about a family experiencing a change. Exchange and write ways for that family to use its resources to adjust to the changes.	

Child Development and Parenting, 15, 18-19, 196, 373

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C3 Indicate ways parents can help children in using media and technology for
3.04 personal development and enjoyment.
(2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Media Purposes Education Entertainment Personal development Parent's Responsibilities Schedule media Share media Supervise media	C1	1. Review research on effects of television on children. Conduct survey of parent involvement in media/technology use among your classmates.	
	C2	2. Discuss importance of guiding a child's selection of media and technology including possible benefits and harms.	
	C2	3. Use "The Influence of Television" to interview a preschooler. Share interviews with class and discuss the influence of television on children's behavior.	PTYC, TRC, 117
	C3	4. Review children's media and write an article for the local newspapaer.	
	C3	5. Keep a diary of your television viewing habits recording programs and amounts of time watched for one week. Analyze viewing habits in relation to personal development and enjoyment. Identify areas needing improvement.	

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Child Development: Roles, Responsibilities, Resources, 232-233
Parenting and Teaching Young Children, 277,280, 310-311
The Developing Child, 380-381

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze parenting concerns in today's environment.
3.00 (9 days)

OBJECTIVE: C3 Indicate ways parents can help children in using media and technology for
3.04 personal development and enjoyment.
(2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Media Purposes Education Entertainment Personal development Parent's Responsibilities Schedule media Share media Supervise media	C3		6. Complete "Effects of Television on Children" to analyze a child's television program. Use your findings to create a children's television program.	CD: RRR, TRB, 101-102
	C3		7. Brainstorm ways to make television an active learning experience for children.	
	C3	✔	8. Develop a brochure for parents with guidelines for selecting media and technology for children. Distribute through elementary schools.	CD: RRR, TRB, 237, 243
	C3		9. Review library books, videos, and computer programs for children. Assemble reviews into a newletter to distribute.	
	C3		10. Participate in an afterschool computer program for children. Assist the children in using the media. Assess ways in which programs contribute to the development of children.	

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Child Development: Roles, Responsibilities, Resources, 232-233
Parenting and Teaching Young Children, 277,280, 310-311
The Developing Child, 380-381

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze guidance strategies for managing parenting concerns.
4.00 (8 days)

OBJECTIVE: C3 Recommend appropriate methods for guiding children's behavior.
4.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Guidance Direct Indirect Guidance Methods Good behavior	C1A	1. View Basic Parenting Skills (50 min.). Note techniques for guiding and reinforcing desirable behavior.	Cambridge Educational 1-800-468-4227
Example Expectations Positive reinforcement Choices Limits	C1A	2. Listen to faculty guest speakers discuss differences and similarities in guiding own child and students. Summarize "Keys to Effective Discipline."	TDC, TRB, transparency 48
Clear Reasonable Enforced Misbehavior Natural consequences	C1A	3. Listen to a panel discussion by parents who use appropriate methods of guidance and self-discipline. List appropriate guidance techniques.	"How to Communicate with a Child," CD: RRR, TRB, 363
Ignoring misbehavior Removal of privileges Time out	C2	4. Discuss own experience as recipient and observer of guidance. How did the guidance techniques used make you feel?	
	C3	5. Use the case studies in "Giving Guidance" to recommend appropriate guidance methods.	TDC, SWB, 155-156

Child Development and Parenting, 44, 272-276, 337-340
Child Development: Roles, Responsibilities, Resources, 233-236
Parenting and Teaching Young Children, 204-218, 291, 310
The Developing Child, 288, 424-436, 509-511

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze guidance strategies for managing parenting concerns.
4.00 (8 days)

OBJECTIVE: C3 Recommend appropriate methods for guiding children's behavior.
4.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Guidance Direct Indirect Guidance Methods Good behavior Example Expectations Positive reinforcement Choices Limits Clear Reasonable Enforced Misbehavior Natural consequences Ignoring misbehavior Removal of privileges Time out	C3	6. Compare methods for guiding children's behavior. Write summary of findings.	TDC, TRB, 176-178

Child Development and Parenting, 44, 272-276, 337-340
Child Development: Roles, Responsibilities, Resources, 233-236
Parenting and Teaching Young Children, 204-218, 291, 310
The Developing Child, 288, 424-436, 509-511

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze guidance strategies for managing parenting concerns.
4.00 (8 days)

OBJECTIVE: C3 Distinguish between discipline, punishment, abuse, and neglect.
4.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Discipline Age appropriate Reasonable Ignoring misbehavior Natural consequences Removal of privileges Time-out Self-discipline	C1 C2 	1. Define discipline, punishment, abuse, and neglect. Review NC laws on each. Describe the impact of each on children and on the parents who perpetrate it. 2. Describe legal responsibilities and the process of reporting suspected cases of abuse and neglect.	
Punishment Corporal Ineffective Bribes Shame Threats Negative reinforcement	 C2 	3. Invite member of Family Services to define abuse and neglect, ways to determine if abuse occurs, how to report abuse and neglect, and agencies that offer treatment for victims of child abuse and abusers. Write a summary of the presentation.	
Abuse Deliberate Serious Types Physical Emotional Sexual	 C3 	4. Use current event issues to analyze and discuss discipline vs. punishment vs. abuse. Describe local programs for parents to prevent child abuse.	Newspapers Magazines
Neglect Lack of physical care Lack of emotional support Lack of supervision			

Child Development and Parenting, 29-31, 34, 36-39, 109, 276-277, 334-336, 380, 393, 416
Child Development: Roles, Responsibilities, Resources, 437-438
Parenting and Teaching Young Children, 204, 218-220, 388-389
The Developing Child, 288, 424-425, 431-435, 461

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze guidance strategies for managing parenting concerns.
4.00 (8 days)

OBJECTIVE: C3 Distinguish between discipline, punishment, abuse, and neglect.
4.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Discipline Age appropriate Reasonable Ignoring misbehavior Natural consequences Removal of privileges Time-out Self-discipline Punishment Corporal Ineffective Bribes Shame Threats Negative reinforcement Abuse Deliberate Serious Types Physical Emotional Sexual Neglect Lack of physical care Lack of emotional support Lack of supervision	C3 C3A	5. Using case studies, distinguish between discipline, punishment, abuse, and neglect. Decide if the action taken was appropriate; and if not, recommend appropriate action. Differentiate between legal definitions and parenting practices. 6. View Positive Discipline= Positive Children (25 min.). Relate guidance techniques to their impact on a child's self-esteem.	Case studies Creative Educational Video 1-800-922-9965

Child Development and Parenting, 29-31, 34, 36-39, 109, 276-277, 334-336, 380, 393, 416
Child Development: Roles, Responsibilities, Resources, 437-438
Parenting and Teaching Young Children, 204, 218-220, 388-389
The Developing Child, 288, 424-425, 431-435, 461

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze guidance strategies for managing parenting concerns.
4.00 (8 days)

OBJECTIVE: C2 Summarize factors associated with child abuse and neglect.
4.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Abuse Patterns of behavior Types Physical Emotional Sexual Neglect Causes Cycle of abuse Addictions Personal problems Lack of child development knowledge	C1A	1. View a video on child abuse. Complete a viewing sheet.	Child Abuse: Chain of Pain (14 min.) Meridian Education Corporation 1-800-727-5507 Child Abuse: Physical (15 min.) Franklin Clay Films P.O. Box YZ-2303 Costa Mesa, CA 92628-2303 Viewing sheet
Prevention Education Reporting suspected abuse and neglect	C1A	2. Listen to a guest speaker from Child Protective Services discuss the types of child abuse, the impact of child abuse and neglect, and the steps to report child abuse and neglect. Complete "Preventing Child Abuse."	CD: RRR, TRB, 162
	C2	3. Develop a checklist of factors associated with child abuse and neglect.	
	C2	4. Discuss reasons for child abuse and neglect, possible prevention, and treatment programs.	

Child Development and Parenting, 29-31, 34, 38-39, 109, 380, 393, 416
Child Development: Roles, Responsibilities, Resources, 438-443
Parenting and Teaching Young Children, 218-220, 388-389
The Developing Child, 461-463

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Analyze guidance strategies for managing parenting concerns.
4.00 (8 days)

OBJECTIVE: C2 Summarize factors associated with child abuse.
4.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Abuse Patterns of behavior Types Physical Emotional Sexual Neglect Causes Cycle of abuse Addictions Personal problems Lack of child development knowledge	C2 C2 C3	5. Discuss social conditions that promote child abuse and neglect and how parents can overcome or counteract them. 6. Develop a list outlining how to recognize an abused and neglected child. 7. Write a letter from an abused and neglected child describing the impact of child abuse on his/her life.	

Child Development and Parenting, 29-31, 34, 38-39, 109, 380, 393, 416
Child Development: Roles, Responsibilities, Resources, 438-443
Parenting and Teaching Young Children, 218-220, 388-389
The Developing Child, 461-463

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Consider factors influencing the parenthood decision.
5.00 (9 days)

OBJECTIVE: C2 Interpret the meaning and responsibilities of parenthood.
5.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Meaning of Parenthood Leadership Responsibilities	C1	1. Finish the statement, " To be a good parent I would . . ."	
Meet needs Nurture Provide education	C1	2. In small groups, complete "Dividing Tasks." Discuss responses in class.	TDC, SWB, 19-21
	C2A	3. After viewing Parenthood: Choices and Challenges (30 min.), construct a collage depicting the meaning and responsibilities of parenthood.	Whitley Health Education Film Center 1-800-862-0637
	C2	4. Hold parent court with judge, jury and applicants who do or do not want to be parents. Complete "Decision-Making: Parenting Tests."	The Parent's License (15 min.) Pyramid Film and Video 1-800-421-2304 CDP, SWB, 21-22
	C3	5. Write a want ad for a good parent.	"Exploring Parenting Qualifications," CD: RRR, TRB, 41
	C3	6. List all activities for 24 hour period and the exact time taken. Create a day with a baby and mark daily activity list according to how a baby would affect their day.	

Child Development and Parenting, 25-26, 27-28, 35-36, 43-47, 84-86
Child Development: Roles, Responsibilities, Resources, 22-23
Parenting and Teaching Young Children, 33-35, 52
The Developing Child, 34-45, 415-423

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Consider factors influencing the parenthood decision.
5.00 (9 days)

OBJECTIVE: C2 Interpret the meaning and responsibilities of parenthood.
5.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Meaning of Parenthood Leadership Responsibilities Meet needs Nurture Provide education	C3	7. Participate in a parenting simulation: for example, flour babies, egg babies, etc. Write daily entries and summary of what the simulation taught you about responsibilities of parenting you had not considered.	The Baby Game IBM Projected Learning Programs 1-800-248-0757

Child Development and Parenting, 25-26, 27-28, 35-36, 43-47, 84-86
Child Development: Roles, Responsibilities, Resources, 22-23
Parenting and Teaching Young Children, 33-35, 52
The Developing Child, 34-45, 415-423

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Consider factors influencing the parenthood decision.
5.00 (9 days)

OBJECTIVE: C3 Determine the influences on the parenthood decision.
5.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Influences Age Attitudes Financial issues Health considerations Personal desires Social pressures Technological advances	C3	1. Divide into small groups. Choose one of the influences. Using classroom resources, research your topic and how it influences parenting. Compile results into a chart using the computer. Analyze and discuss the chart.	Computer
	C3	2. After reading case studies, identify reasons to become or not to become parents.	PTYC, TRC, 17 TDC, SWB, 17-18 Case studies
	C3	3. Research the causes of infertility and alternatives to natural parenting. Debate the issues surrounding these alternatives.	
	C3	4. Interview two individuals with children and two individuals without children. Determine the reasons they choose whether or not to parent.	TDC, TRB, transparency 5
	C3	5. Write a letter of application to the Stork Company to become a parent. Include what qualities you possess and what duties you will perform as a parent.	Look Who's Balking: The Baby Who Wouldn't Come Out (15 min.) Pyramid Film and Video 1-800-421-2304

Child Development and Parenting, 79-84, 87, 107-108
Child Development: Roles, Responsibilities, Resources, 14-22
Parenting and Teaching Young Children, 28-33, 36, 40-46
The Developing Child, 46-48, 51-52, 68-69

COURSE: Parenting and Child Development **UNIT:** Parenting Concerns

COMPETENCY: C3 Consider factors influencing the parenthood decision.
5.00 (9 days)

OBJECTIVE: C3 Compare family planning methods according to use and effectiveness in prevention of pregnancy and disease.
5.03 (4 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Planning Methods Abstinence Condom Depo-Provera Diaphragm Intrauterine device Nonoxynol-9 Norplant Pill Rhythm Spermicides Tubaligation Vasectomy Withdrawal	A	1. View video on importance of choosing sexual abstinence.	Who Do You Listen To? Choosing Sexual Abstinence Pyramid Film and Video 1-800-421-2304
	C2	2. Summarize symptoms, treatments, and effects of sexually transmitted diseases. View a video or use computer software to relate the prevention of diseases to the prevention of pregnancy.	Whitley Health Educaation Film Center 1-800-862-0637 Projected Learning Programs 1-800-248-0757
	C3	3. Listen to a health professional discuss the effectiveness and costs of preventing pregnancy and diseases and the importance of abstinence prior to marriage. Rank preventive measures in order of effectiveness. Chart advantages and disadvantages of each.	Health Department Childbirth Graphics A Guide to Contraceptives PO Box 21207 Waco TX 76702-9964
	C3	4. Compare the risks of different preventive measures by representing the probability of effectiveness with beans in two different colors.	(1991-92, Winter). Brown beans/white beans. PPT Express, p. 5.

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development.
6.00 (13 days)

OBJECTIVE: C1 Describe the inheritance of physical traits.
6.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Heredity Chromosomes Genes Dominant Recessive Sex-linked	C1A	1. View Conception and Heredity (30 min.). Complete a viewing sheet.	The Developing Child Series, Magna Systems, Inc. 1-800-523-5503 Viewing Sheet
Physical traits Multiple births Fraternal twins Identical twins	C1	2. Choose from list of traits or characteristics. Circle those which are inherited.	TDC, TRB, transparency 12
Sex determination	C1	3. Complete a crossword puzzle on the inheritance of physical traits.	
	C2A	4. Listen to a science teacher discuss the inheritance of personal characteristics. Conduct simple experiments in inheritance of traits.	Plants Paper cups Potting soil
	C2	5. Explain the contribution of chromosomes from the mother and the father.	"Sex Determination," TDC, TRB, 49
	C2	6. Discuss the ways multiple births are formed during conception and cell division.	

Child Development and Parenting, 103-104
Child Development: Roles, Responsibilities, Resources, 78-82
Parenting and Teaching Young Children, 56-59
The Developing Child, 64-67

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret heredity and environmental influences on prenatal development.
6.00 (13 days)

OBJECTIVE: C1 Describe the inheritance of physical traits.
6.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Heredity Chromosomes Genes Dominant Recessive Sex-linked Physical traits Multiple traits Fraternal twins Identical twins Sex determination	C2 C2A	7. Discuss recent stories in the news concerning the ethical and medical reasons for and against separating Siamese twins. 8. View The Perfect Baby (50 min.). Write your reaction to the scientific advances regarding genetics.	Home Economics School Service 1-800-421-4246

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Child Development: Roles, Responsibilities, Resources, 78-82
Parenting and Teaching Young Children, 56-59
The Developing Child, 64-67

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development.
6.00 (13 days)

OBJECTIVE: C2 Summarize the stages of prenatal development.
6.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stages of Prenatal Development Ovum Conception Implantation Embryo Heartbeat Major organs Fetus Hair Movement Weight gain Trimesters	C1	1. Outline prenatal development using a chart.	How a Baby Grows Time Line Exhibit March of Dimes 1-800-367-6630
	C1A	2. View The Miracle of Life (60 min.). Complete viewing sheet.	Home Economics School Service 1-800-421-4246 Viewing sheet
	C1	3. Identify parts of a cloth uterus model.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C2	4. Complete "Student Learning Activity #1." Discuss transparency "When Do Birth Defects Occur?"	Smart Planning . . . Healthier Babies, 10, 13
	C2	5. View transparencies "Prenatal Development Month by Month." Discuss stages of development.	TDC, TRB, transparencies 7 & 9
	C2	6. Learn about the stages of prenatal development by participating in Prenatal Development and Childbirth (IBM).	Projected Learning Programs 1-800-248-0757

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Child Development: Roles, Responsibilities, Resources, 73-77
Parenting and Teaching Young Children, 66-70
The Developing Child, 58-63

COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: 6.00 C2 Interpret hereditary and environmental influences on prenatal development. (13 days)

OBJECTIVE: 6.02 C2 Summarize the stages of prenatal development. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stages of Prenatal Development Ovum Conception Implantation Embryo Heartbeat Major organs Fetus Hair Movement Weight gain Trimesters	C2	7. Using Human Reproduction and Development: A Multimedia Teaching Program, arrange embryo and fetus models in chronological order.	Nasco 1-800-558-9595
	C2	8. Complete activity sheet on stages of prenatal development.	PTYC, TRC, 26 TDC, SWB, 31

Child Development and Parenting, 97-103
Child Development: Roles, Responsibilities, Resources, 73-77
Parenting and Teaching Young Children, 66-70
The Developing Child, 58-63

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development. 6.00 (13 days)

OBJECTIVE: C1 Identify the causes, symptoms, and preventive measures for birth defects. 6.03 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Birth Defects Causes Environmental Hereditary Types and Symptoms Cystic fibrosis Down's syndrome Fetal alcohol syndrome Sickle-cell anemia Tay-Sachs disease Prevention Genetic counseling Prenatal care	C1	✔	1. Research one birth defect. Identify the cause, symptoms and preventive measures for birth defects. Report to class in a prepared speech.	March of Dimes Public Health Education Information Sheets 1-800-367-6630
	C1		2. Complete "Understanding Birth Defects." Discuss findings in class.	TDC, SWB, 32
	C1A		3. Listen to a health educator discuss the effects of sexually transmitted diseases on developing baby. Review ways to prevent sexually-transmitted diseases.	
	C1		4. Divide into small groups. Use "Learning about Genetic Problems" to conduct a scavenger hunt. Identify causes, symptoms, and preventive measures for birth defects.	PTYC, TRC, 19
	C2		5. Complete "Self-Quiz" in "Student Learning Activity #2." Discuss preconceptual health and how it contributes to the prevention of birth defects.	Smart Planning . . . Healthier Babies, 16

Child Development and Parenting, 104-107
Child Development: Roles, Responsibilities, Resources, 81-84
Parenting and Teaching Young Children, 59-60
The Developing Child, 71-79

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development.
6.00 (13 days)

OBJECTIVE: C1 Identify the causes, symptoms, and preventive measures for birth defects.
6.03 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Birth Defects Causes Environmental Hereditary	C2		6. Design a brochure that shows causes, symptoms, and prevention for birth defects.	Computer
Types and Symptoms Cystic fibrosis Down's syndrome Fetal alcohol syndrome Sickle-cell anemia Tay-Sachs disease Prevention Genetic counseling Prenatal care	C3	✔	7. Contact local March of Dimes Chapter to participate in WalkAmerica campaign to raise funds for prevention of birth defects. Develop brochures to notify chapter members.	Local March of Dimes Chapter

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Child Development: Roles, Responsibilities, Resources, 81-84
Parenting and Teaching Young Children, 59-60
The Developing Child, 71-79

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development.
6.00 (13 days)

OBJECTIVE: C1 Identify types, purposes, and risks of prenatal tests.
6.04 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parental Factors Age Health Prenatal Tests Purposes Types Alpha-fetoprotein screening Amniocentesis Chorionic villus sampling Fetoscopy Ultrasound Risks	C1	1. Divide into four small groups. Two groups prepare a chart on parental factors for healthy babies. Two groups prepare a chart on the types, risks, and purposes of prenatal tests. Share with class and discuss findings.	Poster board, Markers
	C1	2. Draw a card describing potential prenatal problem. Using texts, recommend appropriate prenatal tests.	Eisenberg, A., Hathaway, S., & Murkoff, H. (1991). What to Expect When You're Expecting (2nd ed.). New York: Workman Publishing, 42-51.
	C1	3. Participate in Concentration by matching prenatal test to appropriate description.	Prenatal test description cards
	C2	4. Borrow or acquire from hospital or OB/GYN an anonymous ultrasound film. Show on overhead. Discuss how ultrasound is performed and what is learned from this test.	Ultrasound

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Child Development: Roles, Responsibilities, Resources, 84-86
Parenting and Teaching Young Children, 61-62
The Developing Child, 79-80

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development. 6.00 (13 days)

OBJECTIVE: C1 Identify types, purposes, and risks of prenatal tests. 6.04 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parental Factors Age Health Prenatal Tests Purposes Types Alpha-fetoprotein screening Amniocentesis Chorionic villus sampling Fetoscopy Ultrasound Risks	C3	5. Role play hypothetical situations in "Student Learning Activity #3." Discuss importance of preconceptual health.	Smart Planning . . . Healthier Babies, 27-30.

Child Development and Parenting, 106
Child Development: Roles, Responsibilities, Resources, 84-86
Parenting and Teaching Young Children, 61-62
The Developing Child, 79-80

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development. 6.00 (13 days)

OBJECTIVE: C1 Recognize the risks of teen pregnancy. 6.05 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Teen Parent Characteristics Lack of prenatal care Poor nutrition Underdeveloped bodies	C1A		1. After hearing a health professional, outline development of baby as a factor in high risks births.	Smart Planning . . . Healthier Babies, transparency 13
Risks to Teen Parent Complications in pregnancy Limited education Reduced earning potential	C1A		2. After listening to a pediatrician or neonatal nurse, list health risks to babies of teens.	
Risks to Baby Birth defects Brain damage Low birth weight	C1A		3. View Baby, Baby Go Away (21 min.) about the risks of teen pregnancy to mother and baby. Complete viewing sheet. Gather teen pregnancy statistics for your community and discuss ways to increase awareness of risks of teen pregnancy.	Media Inc. 1-800-523-0118 Viewing sheet
	C2A	✔	4. Listen to panel discussion by teen parents and professionals. Discuss changes to lifestyle caused by teen pregnancy. Invite entire school to attend.	Retired ob/gyn doctor or nurse, school nurse
	C3		5. Research potential costs to family and community of teen pregnancy.	

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Child Development: Roles, Responsibilities, Resources 46-65
Parenting and Teaching Young Children 48-52
The Developing Child 49-50, 86, 449-450

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C2 Interpret hereditary and environmental influences on prenatal development. 6.00 (13 days)

OBJECTIVE: C1 Recognize the risks of teen pregnancy. 6.05 (4 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Teen Parent Characteristics Lack of prenatal care Poor nutrition Underdeveloped bodies	A	✔	6. Sponsor a teen theater on prevention of adolescent pregnancy. Invite the student body and the parent-teacher organization.	NC Coalition on Adolescent Pregnancy 1-800-624-3228
Risks to Teen Parent Complications in pregnancy Limited education	C3		7. In small groups, complete "Teenage Parents." Compare group responses.	CD: RRR, TRB, 129-130
Reduced earning potential	C3		8. Participate in "Illustrated Talk Event."	1994-96 NC FHA/HERO Competitive Events Manual
Risks to Baby Birth defects Brain damage Low birth weight				

Child Development and Parenting, 15
Child Development: Roles, Responsibilities, Resources 46-65
Parenting and Teaching Young Children 48-52
The Developing Child 49-50, 86, 449-450

COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: C3 Examine the characteristics of a healthy preganancy.
7.00 (8 days)

OBJECTIVE: C1 List physical changes during pregnancy.
7.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Changes Signs of pregnancy Normal discomforts Complications Bleeding High blood pressure Swelling	C1	1. Read literature concerning physical and emotional changes during pregnancy. Describe the changes during each trimester of pregnancy.	Magazine articles TDC, TRB, transparencies 8 & 10
	C1A	2. View Pregnancy: Mom and the Unborn Baby (60 min.). Complete a viewing sheet.	HumanCare, Inc. 1-801-973-8556 Viewing sheet
	C1	3. Identify complications of pregnancy and the danger signs.	
	C1	4. Begin pregnancy calendar. Detail each month's physical changes to mother.	Eisenberg, A., Hathaway, S., & Murkoff, H. (1991). What to Expect When You're Expecting (2nd ed.). New York: Workman Publishing.

Child Development and Parenting, 121-122
Child Development: Roles, Responsibilities, Resources, 71-73
Parenting and Teaching Young Children, 74, 80-82
The Developing Child, 90-94

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C3 Examine the characteristics of a healthy pregnancy.
7.00 (8 days)

OBJECTIVE: C1 List physical changes during pregnancy.
7.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Changes Signs of pregnancy Normal discomforts Complications Bleeding High blood pressure Swelling	C2	5. Account for weight gain during pregnancy. Discuss risk to mother and baby for mother being overweight or underweight during pregnancy.	
	C2	6. Note availability of maternity clothes to accomodate physical changes. Find pictures of clothing appropriate for the workplace.	Parents, Working Mother, catalogs, magazines
	C3	7. Try on an empathy belly. Perform daily tasks with the belly in place. Discuss physical feelings from wearing the belly.	Nasco 1-800-558-9595 NC Coalition on Adolescent Pregnancy 1-800-624-3228

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Child Development: Roles, Responsibilities, Resources, 71-73
Parenting and Teaching Young Children, 74, 80-82
The Developing Child, 90-94

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C3 Examine the characteristics of a healthy pregnancy.
7.00 (8 days)

OBJECTIVE: C2 Interpret hazards to a healthy pregnancy.
7.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Hazards Alcohol Drugs Environmental Occupational Poor nutrition Sexually transmitted diseases X-rays Rubella Smoking Stress	C1	1. Brainstorm hazards to a healthy pregnancy. List on the board.	
	C1A	2. View <u>When Your Unborn Child is on Drugs, Alcohol or Tobacco</u> (15 min.). Note the risk of each hazard to the developing fetus.	Whitley Health Education Film Center 1-800-862-0637
	C2	3. Research the effects of hazards to the mother and the developing fetus. Summarize findings in an oral report.	March of Dimes 1-800-367-6630
	C2	4. Make a poster on a hazard to a healthy pregnancy. Display at doctor's offices or health department.	Poster paper Markers
	C2	5. Using a smoking doll from the local health department, discuss the effects of smoking on the fetus.	Smokey Sue Smokes for Two Doll Health EDCO PO Box 21207 Waco TX 76702-1207

<u>Child Development and Parenting</u>, 117-121
<u>Child Development: Roles, Responsibilities, Resources</u>, 92-95
<u>Parenting and Teaching Young Children</u>, 98-104
<u>The Developing Child</u>, 81-85

COURSE: Parenting and Child Development **UNIT:** Pregnancy and Prenatal Development

COMPETENCY: C3 Examine the characteristics of a healthy pregnancy.
7.00 (8 days)

OBJECTIVE: C2 Interpret hazards to a healthy pregnancy.
7.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Hazards Alcohol Drugs Environmental Occupational Poor nutrition Sexually transmitted diseases X-rays Rubella Smoking Stress	C2 A	6. Divide into four groups. Select a case study from "Help this Unborn Child." Explain which health habit is hazardous and why. 7. Visit a neonatal unit to see the effects of hazards to a healthy pregnancy.	TDC, SWB, 33-34

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COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: C3 Examine the characteristics of a healthy pregnancy.
7.00 (8 days)

OBJECTIVE: C3 Recommend activities and care for a healthy pregnancy.
7.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Activities Household Recreation Travel Work	C1A	1. View What To Do When You Are Due (45 min.). Complete viewing sheet noting care for a healthy pregnancy.	Cambridge Educational 1-800-468-4227
Care Emotional Personal Physical	C1	2. Add to pregnancy calendar begun in 7.01, #4. Note care in each month of the calendar.	Pregnancy calendar
Dental Medical	C1A	3. View Baby Oh Yeah (15 min.). Note care and agencies that can offer assistance during pregnancy.	Pyramid Film and Video 1-800-421-2304
	C2	4. Make posters summarizing recommendations for a pregnant woman's activities, personal care, and medical care.	Poster board Markers
	C2	5. Distinguish between "old wives tales" and truths about pregnancy and prenatal care.	
	C2A	6. View Pregnancy, Birth, and the First Four Weeks (50 min.). Complete a viewing sheet.	Touchpoints Series, Home Economics School Service 1-800-421-4246 Viewing sheet

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Child Development: Roles, Responsibilities, Resources, 87-88, 92
Parenting and Teaching Young Children, 91-92
The Developing Child, 91-92, 100-103

COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: C3 Examine the characteristics of a healthy pregnancy.
7.00 (8 days)

OBJECTIVE: C3 Recommend activities and care for a healthy pregnancy.
7.03 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Activities Household Recreation Travel Work	C3		7. Complete "Interview: Prenatal Care." Compare answers with recommendations for a healthy pregnancy.	CDP, SWB, 30
Care Emotional Personal Physical Dental Medical	C3		8. Write case studies describing pregnant women practicing unhealthy care habits. Exchange and recommend healthy care habits.	CD: RRR, TRB, 47
	C3		9. Participate in Fetus Bingo on pregnancy and prenatal care.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C3	✔	10. Prepare a community education project on prenatal health care for women. Distribute pamphlets and give prepared speeches. Conduct a community education fair.	Computer

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Child Development: Roles, Responsibilities, Resources, 87-88, 92
Parenting and Teaching Young Children, 91-92
The Developing Child, 91-92, 100-103

COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: C3 Propose a nutritionally adequate diet for a healthy mother and child.
8.00 (5 days)

OBJECTIVE: C1 Identify the nutritional needs of a pregnant woman.
8.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Nutrients Carbohydrates Fats Proteins Minerals Vitamins Water Food Guide Pyramid	C1	1. From food display, pick appropriate foods for pregnant women.	Nasco food models
	C1A	2. View Inside My Mom (7 min.) on importance of proper diet during pregnancy. Identify nutritional needs of a pregnant woman.	March of Dimes. 1-800-367-6630
	C1	3. Use "Good Nutrition for Good Health" to match nutrients with their benefit to pregnant women.	TDC, TRB, 58
	C2	4. Read literature on nutritional needs during pregnancy. Plan one day's menu for a pregnant woman.	March of Dimes. 1-800-367-6630
	C2A	5. View Eating for Life: The Nutrition Pyramid (22 min.). Discuss recommendations for healthy diet during pregnancy.	The Learning Seed 1-800-634-4941
	C3 ✔	6. Prepare simple, nutritious snacks or shakes. Serve at a local shelter.	"Recommended Pregnancy Diet," CD: RRR, TRB, 215

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Child Development: Roles, Responsibilities, Resources, 89-91
Parenting and Teaching Young Children, 86-90
The Developing Child, 95-100

COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: C3 Propose a nutritionally adequate diet for a healthy mother and child.
8.00 (5 days)

OBJECTIVE: C2 Explain the relationship between the mother's diet and the fetus.
8.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Nutrients Carbohydrates Fats Proteins Minerals Vitamins Water Food Guide Pyramid	C2	1. Research nutrients and other diet issues related to fetal health. Relate to mother's health.	
	C1A	2. Listen to a guest speaker from Womens, Infants, and Children Program (WIC) discuss program guidelines and foods supplied by the program. Complete a listening sheet. Identify how each food contributes to health of fetus.	Listening sheet
	C1	3. Review pamphlet Mama I Want to be Healthy.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C2	4. Write a one page summary explaining the relationship between the mother's diet and the development of the fetus.	
	C2	5. Develop a list of foods to eat and foods to avoid during pregnancy. Explain why.	

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COURSE: Parenting and Child Development

UNIT: Pregnancy and Prenatal Development

COMPETENCY: C3 8.00 Propose a nutritionally adequate diet for a healthy mother and child. (5 days)

OBJECTIVE: C3 8.03 Plan a nutritionally adequate diet for a healthy pregnancy. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Nutrients Carbohydrates Fats Proteins Minerals Vitamins Water	C3	1. Using "What is Best for My Body and My Baby," plan a nutritionally adequate diet for a pregnant woman for one day. Exchange and check each other's diet plan.	CD: RRR, TRB, 48
Food Guide Pyramid	C3A	2. Interview a pregnant woman regarding her diet. In class, plan recommendations to improve her diet.	
	C3	3. Use the software, What Did You Eat Yesterday (Apple, IBM) to analyze the diet of a pregnant woman.	Projected Learning Systems 1-800-248-0757
	C3	4. Analyze case studies of diets for pregnant women. Make appropriate recommendations for improving the diet.	Case Studies
	C3	5. Prepare a nutritious meal suitable for a pregnant woman.	

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Child Development: Roles, Responsibilities, Resources, 89-91
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COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C2 Discuss family and home preparations for the arrival of a baby.
9.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Equipment and Supplies Resource management	C1	1. Participate in scavenger hunt to locate and price equipment for the baby.	
Economy Safety Furnishings Clothing Diapering Feeding Bathing Traveling Adjustments Lifestyle Family leave Siblings Choosing a Pediatrician	C1A C2	2. Listen to a panel of new parents discuss physical and emotional adjustments during and after childbirth. Typical members could include: expectant mother or father, mother of one child, mother of multiples, mother who experienced difficult delivery or C-section. Complete a listening sheet. 3. Research necessary equipment, supplies and related costs associated with preparing for a baby. Include alternatives for purchasing new items where appropriate. Discuss safety considerations of items. Prepare into a booklet.	Listening sheet "Preparing for the Baby's Arrival," PTYC, TRC, 50 Catalogs

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Parenting and Teaching Young Children, 94, 107-115
The Developing Child, 104-117

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C2 Discuss family and home preparations for the arrival of a baby.
9.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Equipment and Supplies Resource management Economy Safety Furnishings Clothing Diapering Feeding Bathing Traveling	C2	4. Calculate the costs of disposable diapers versus cloth diapers by completing "Comparison Shopping for Disposable Diapers." Prepare decision-making grid on both types of diapers.	CD: RRR, TRB, 54
Adjustments Lifestyle Family leave Siblings	C2A	5. Invite a police officer to discuss laws regarding transporting children safely. Illustrate laws on posters. Display at daycares.	"Stroller Safety Requirements" CD: RRR, TRB, 321 Poster paper Art supplies
Choosing a Pediatrician	C2	6. Read articles concerning preparations for family emotional and physical well-being during and immediately after childbirth. Complete summary of article.	Parents American Baby Article summary sheet
	C2	7. Write a letter to an unborn child detailing preparations its parent has made for the new arrival.	
	C2	8. Write an essay from a father's perspective describing changes created by the birth of a baby.	

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Child Development: Roles, Responsibilities,Resources, 98-111
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COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C2 Discuss family and home preparations for the arrival of a baby.
9.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Equipment and Supplies Resource management Economy Safety Furnishings Clothing Diapering Feeding Bathing Traveling Adjustments Lifestyle Family leave Siblings Choosing a Pediatrician	C2	9. Complete "Budgeting for Baby." Discuss financial preparations needed prior to the arrival of the baby.	TDC, SWB, 43-44

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Child Development: Roles, Responsibilities,Resources, 98-111
Parenting and Teaching Young Children, 94, 107-115
The Developing Child, 104-117

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C2 Explain the labor process.
9.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Signs of Labor Stages of Labor First Stage Contractions Dilation Transition Second Stage Episiotomy Forceps Third Stage	C1A	1. Listen to a health professional discuss the labor process using models to illustrate. Complete "Stages of Labor."	TDC, SWB, 50
	C1A	2. View Birth and the First Four Weeks (70 min.). Complete viewing sheet.	HumanCare Inc. 1-801-973-8556
	C1A	3. Complete "Birthing Center or Hospital: What is the Difference?" as you tour the labor and delivery area of a birthing center or hospital.	CD: RRR, TRB, 175-176
	C2A	4. Have labor and delivery nurse visit class to explain labor process before visit to hospital. Discuss stages of labor.	"Stages of Labor" TDC, TRB, transparency 16
	C2	5. View Progress in Labor dilation chart. Discuss the stages of labor and process of the delivery of the baby.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C2	6. Discuss risk factors associated with adolescent labor and delivery.	

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Child Development: Roles, Responsibilities, Resources, 119-124
Parenting and Teaching Young Children, 119-125
The Developing Child, 125-132

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C2 Explain the labor process.
9.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Signs of Labor Stages of Labor First Stage Contractions Dilation Transition Second Stage Episiotomy Forceps Third Stage	C2	7. Complete "Learning Childbirth Terms." Discuss terms in class.	PTYC, TRC, 55

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Child Development: Roles, Responsibilities, Resources, 119-124
Parenting and Teaching Young Children, 119-125
The Developing Child, 125-132

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C3 Compare methods of delivery.
9.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childbirth Choices Attendants Obstetrician Nurse midwife Lay midwife Setting Hospital Birthing center Home Delivery methods Traditional Prepared Lamaze LeBoyer	C1	1. Play Bingo using terms associated with labor and delivery.	
	C1	2. Complete crossword puzzle on delivery terms.	"Crossword Puzzle," CDP, SWB, 34
	C2A	3. View Have a Healthy Baby: Labor and Delivery (25 min.). Discuss advantages and disadvantages of each delivery method shown.	Whitley Health Education Film Center 1-800-862-0637
	C2	4. Prepare appropriate questions for a childbirth educator. Discuss childbirth choices and need for preparation prior to delivery.	Listening sheet
	C3	5. Research delivery options in your area. Use "Childbirth" to compare advantages and disadvantages of each.	TDC, TRB, 69-70 Eisenberg, A., Hathaway. S., & Murkoff, H. (1991). What to Expect When You're Expecting (2nd ed.). New York: Workman Publishing.

Child Development and Parenting, 131-134
Child Development: Roles, Responsibilities, Resources, 111-115
Parenting and Teaching Young Children, 92-94, 125-127
The Developing Child, 117-122

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Determine preparations for the arrival of a baby.
9.00 (7 days)

OBJECTIVE: C3 Compare methods of delivery.
9.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childbirth Choices Attendants Obstetrician Nurse midwife Lay midwife	C3	6. Discuss The Process of Giving Birth chart. Compare childbirth choices and their effect on the delivery process.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
Setting Hospital Birthing center Home Delivery methods Traditional Prepared Lamaze LeBoyer	C3	7. Tour a birthing center. Compare a birthing center to a hospital by completing "Where to Have a Baby."	CD: RRR, TRB, 178

Child Development and Parenting, 131-134
Child Development: Roles, Responsibilities, Resources, 111-115
Parenting and Teaching Young Children, 92-94, 125-127
The Developing Child, 117-122

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Recommend practices for the care of the newborn.
10.00 (8 days)

OBJECTIVE: C1 List characteristics of the newborn.
10.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Characteristics of Newborn Appearance Reflexes Sucking Grasping Rooting Startling Apgar Scale Umbilical cord Fontanels	C1A	1. View video segment "Looking at Your Newborn." List characteristics of newborns.	Baby Talk Cambridge Educational 1-800-468-4227
	C1A	2. Invite new parent to bring newborn to class. Note characteristics.	
	C1	3. Complete activity sheet on characteristics of newborns.	CDP, SWB, 39 TDC, SWB, 49
	C2	4. Use Healthy Newborns flipchart to discuss characteristics of newborns.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C2A	5. Visit nursery of local hospital. Discuss with nurses the characteristics of newborns. Complete "Observing a Newborn Baby."	PTYC, TRC, 56
	A	6. Observe use of a flexible doll to demonstrate newborn reflexes.	Flexible doll
	C2	7. Observe an infant and list reflex behaviors.	CD: RRR, TRB, 337 TDC, TRB,71-72

Child Development: Roles, Responsibilities, Resources, 126-127
Parenting and Teaching Young Children, 139-143
The Developing Child, 134-135, 142-143

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Recommend practices for the care of the newborn.
10.00 (8 days)

OBJECTIVE: C3 Recommend the care of the newborn in relation to needs.
10.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Needs of a Newborn Attachment Bonding Comfort Rest Stimulation Care of a Newborn Bathing Diapering Circumcision Umbilical cord Feeding Handling	C1A	1. Listen to a new parent discuss newborn care for baby and family. List special care of a newborn.	"Caring for a Newborn," PTYC, TRC, 69
	C1	2. Using "Caring for a Newborn," interview new parents regarding newborn needs and care.	CD: RRR, TRB, 180
	C1	3. List signs of illness in a newborn. Identify signs which indicate the need to call a doctor.	
	C2A	4. View Baby Talk (60 min.). Take notes on newborn care.	Cambridge Educational 1-800-468-4227
	C2	5. Complete new parent survey on care, cost, and adjustments to new baby. Write a summary of your findings.	Survey
	C2	6. Complete "Questions New Parents Ask." Prepare into a parenting guide.	CDP, TRG, 256
	C2	7. Brainstorm ways to comfort a crying baby. Discuss what you have seen, heard, or done to comfort an infant.	"What to Do When a Baby Cries," TDC, TRB, 85

Child Development and Parenting, 141-155
Child Development: Roles, Responsibilities, Resources, 134-135, 143-157
Parenting and Teaching Young Children, 140-143, 159-165, 170-173
The Developing Child, 144-148

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Recommend practices for the care of the newborn.
10.00 (8 days)

OBJECTIVE: C3 Recommend the care of the newborn in relation to needs.
10.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Needs of a Newborn Attachment Bonding Comfort Rest Stimulation	C3P	8. Rotate through newborn care centers to practice care skills: feeding, holding, diapering, bathing, and dressing.	Baby doll, baby clothes, diapers, bath tub, blanket, rectal thermometer
Care of a Newborn Bathing Diapering	C3	9. Analyze case studies of ill newborns. Recommend care and whether to call doctor.	Case studies
Circumcision Umbilical cord Feeding Handling	C3	10. In small groups, complete "Are Baby's Needs Being Met?" Compare findings.	TDC, SWB, 51-52

Child Development and Parenting, 141-155
Child Development: Roles, Responsibilities, Resources, 134-135, 143-157
Parenting and Teaching Young Children, 140-143, 159-165, 170-173
The Developing Child, 144-148

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Recommend practices for the care of the newborn.
10.00 (8 days)

OBJECTIVE: C1 Identify special needs of the low birth weight baby.
10.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Low Birth Weight Complications Blindness Brain defects Deafness Digestion problems High death rate Respiratory problems Slower development Temperature regulation	C1A	1. Tour a neonatal unit of a hospital. Discuss characteristics of low birth weight babies and their special needs.	
	C1	2. Read literature on low birth weight babies and special care available today.	First Steps Campaign 1-800-FOR-BABY Current literature
	C1	3. Identify risk factors for delivering a low birth weight baby.	
	C2A	4. Invite a parent of a low birth weight baby to discuss risks, costs, and adjustments to their newborn. Summarize complications and adjustments to a low birth weight baby.	
	C2	5. Have students make posters on the topic "Low Birth Weight Babies Need . . .".	
	C2	6. Research a medical problem common to low birth weight babies and write a report describing the problem, its consequences and treatment.	

Child Development: Roles, Responsibilities, Resources, 48, 83, 145
Parenting and Teaching Young Children, 48-49, 130
The Developing Child, 140-141

COURSE: Parenting and Child Development **UNIT:** Miracle of Birth

COMPETENCY: C3 Recommend practices for the care of the newborn.
10.00 (8 days)

OBJECTIVE: C1 Identify special needs of the low birth weight baby.
10.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Low Birth Weight Complications Blindness Brain defects Deafness Digestion problems High death rate Respiratory problems Slower development Temperature regulation	A C3	7. View video on impact of having a low birth weight baby. 8. Compare the cost of care for a low birth weight baby vs. a healthy baby. What is the difference in cost? What could be purchased with that amount? (i.e., a stereo, a car, a house)	

Child Development: Roles, Responsibilities, Resources, 48, 83, 145
Parenting and Teaching Young Children, 48-49, 130
The Developing Child, 140-141

COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P 11.00 Work with others informally to accomplish group goals. (6 days)

OBJECTIVE: C3P 11.01 Use information to determine group action. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Use Information Acquire and Evaluate Organize and Maintain Interpret and Communicate Written Oral Graphic Pictorial Multi-media form Process Information with Computers	C3	1. Survey parents and grandparents for information concerning old wives tales about pregnancy and childhood. Create a poem using a finding from the survey. Include in your poem the correct information about your finding.	
	C3P	2. Complete an oral report about a topic related to parenting and child development. Possible topics include birth defects, a modern child development theorist, toy safety, or child care careers.	
	C3P	3. Create a graph of everyone's birth weight or age for walking. Use the computer to assemble the graph. Compare to norms discussed in the texts.	Computer
	C3P	4. Using the "Focus on Children Event" to identify, plan, and implement a community service project which addresses a parenting and child development need.	1994-96 NC FHA-HERO Competitive Events Manual

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COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P 11.00 Work with others informally to accomplish group goals. (6 days)

OBJECTIVE: C3P 11.01 Use information to determine group action. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Use Information Acquire and Evaluate Organize and Maintain Interpret and Communicate Written Oral Graphic Pictorial Multi-media form Process Information with Computers	C3	5. Use the computer to write a press release to report a chapter project.	Computer
	C3	6. Select a topic for a chapter project. Divide into small groups according to interests. Use all available media services to gather information on topic. Present information to class in written, oral, graphic, pictorial, and multi-media form. Use information to determine group project.	
	C3	7. Develop an advertisement to recruit FHA/HERO members.	
	C3	8. Use all types of communication to interpret and to communicate information documenting a chapter project. For example, write plans to implement a project.	

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COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P 11.00 Work with others informally to accomplish group goals. (6 days)

OBJECTIVE: C3P 11.02 Use interpersonal communication skills to accomplish group goals. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Interpersonal Communication Skills Team Members Leaders Leadership styles Autocratic Democratic Laissez-faire Followers Skills Serves Clients/ Customers Collaborates/ Negotiates Works with Diverse People	C2	1. Discuss how positive communication can assist children in developing their leadership abilities.	
	C2	2. Interview a local school leader regarding communication within groups. Discuss ways communication affected accomplishment of goals.	
	C3	3. Observe parents and children in a problem situation. Identify parents' leadership style and communication skills used to solve the problem.	
	C3	4. Brainstorm possible conflicts within a family. Write prescriptions for improved communication either to prevent or resolve conflicts.	
	C3	5. Develop a conflict resolution plan for a family to resolve a conflict. Role play selected strategies.	

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COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P 11.00 Work with others informally to accomplish group goals. (6 days)

OBJECTIVE: C3P 11.02 Use interpersonal communication skills to accomplish group goals. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Interpersonal Communication Skills Team Members Leaders Leadership styles Autocratic Democratic Laissez-faire Followers	C3	6. Divide into small groups. Select a family goal, for example, a vacation. Role play ineffective interpersonal communication skills in the family situation. Recommend effective communication skills to meet the goal.	
Skills Serves Clients/ Customers Collaborates/ Negotiates	C3	7. Teach a child how to negotiate to obtain something they want. For example, a food they want or to have a friend over.	
Works with Diverse People	C3	8. Divide into 6 small groups: 3 participating and 3 judging. Participating groups role play a babysitting service. As the participants demonstrate interpersonal communication skills, the judges tally the number of times participants serve clients, collaborate/negotiate, and work with diverse people.	

COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P Work with others informally to accomplish group goals.
11.00 (6 days)

OBJECTIVE: C3P Manage resources to achieve group goals.
11.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Resource Management Allocation of Resources Time Money Material and facility Human Management of Resources Plan Control/use Evaluate	C3	1. Prepare a chapter budget for the year. Include plans to finance attending the state leadership conference.	
	C3	2. Determine income to be budgeted for baby's needs. Plan savings for baby's future.	
	C3	3. Evaluate diaper cost and describe which resources are most valuable.	
	C3	4. Review guidelines for JOBS to review goals to release resources. Support or disagree with program.	
	C3P	5. Plan a simulated daycare for children. Include learning activities, music, games, snacks, etc. Create a management plan showing the allocation of resources and management of resources. After conducting the daycare, evaluate your plans.	
	C3	6. Analyze the management process by creating a "Management PIE." Illustrate planning, implementing, and evaluating.	

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COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P 12.00 Use parliamentary law to accomplish group goals. (4 days)

OBJECTIVE: C3 12.01 Examine organizational rules. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Organizational Rules Charters Constitution and/or By-Laws, Rules of Order, and Standing Rules Rituals and Symbols	C2	1. Review a daycare center's requirements to determine expectations of parents.	
	C2	2. Using the FHA/HERO motto and the current year's theme, write a poem, rap, cheer, or song about your chapter.	
	C3	3. Write "Rules of Order" for a family that you can support.	
	C3	4. Draw a symbol for your family now or in the future. Compare this symbol to a symbol of an organization in your community.	
	C3	5. Prepare a fill-in-the-blank fact sheet on FHA/HERO. Pin one correct answer on the back of each person in class. Mingle around the room to guess which answer is on own back.	

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Robert's Rules of Order

COURSE: Parenting and Child Development **UNIT:** Leadership and Citzenship

COMPETENCY: C3P Use parliamentary law to accomplish group goals.
12.00 (4 days)

OBJECTIVE: C3P Demonstrate handling organizational business.
12.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Organizational Business Parliamentary Procedure	C3P	1. Write a case study on decision making in a family with an infant, toddler or preschool child.	
Vocabulary Purpose and principles Agenda Motion Voting	C3P	2. Write a letter to a business supporting or rejecting a product used with children.	
	P	3. Attend a hearing related to children to observe the political process for creating change.	
	C3P	4. Role play the parent-teacher organization meeting at the local elementary school. Participate in "Parliamentary Procedure Event."	1994-96 NC FHA-HERO Competitive Events Manual
	C3P	5. View Fundamental Pariliamentary Procedure (45 min.). Practice parliamentary procedure by role playing a FHA/HERO business meeting.	Creative Educational Video 1-800-922-9965

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Robert's Rules of Order

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C1 Recognize practices that contribute to wellness in children.
13.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Wellness Practices Dental care Immunization schedule Love and affection Nutrition Personal hygiene Rest Well-child checkups	C1A	1. Listen to a pediatrician discuss the importance of wellness in children. Complete a listening sheet.	Health Department Listening sheet
	C1	2. Divide into ten groups. Using "Children and Wellness," choose a term related to wellness. As a group, scramble the letters in chosen term. Write letters on board. Give clues for class to solve.	CD: RRR, TRB, 149-150
	C1A	3. View video on the importance of immunizations in the wellness of children. Identify places parents can take children to receive immunizations.	"Immunization Schedule," CD: RRR, TRB, 371
	C2	4. Discuss the "What and When" poster on immunization against childhood illness. What are the pros and cons of certain immunizations?	Cambridge Educational 1-800-468-4227
	C2 ✔	5. Set up a "Wishing Well" display to collect health items for underprivileged children.	

Child Development: Roles, Responsibilities, Resources, 317-324
Parenting and Teaching Young Children, 173-175, 349-350, 353
The Developing Child, 392-394

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C1 Recognize practices that contribute to wellness in children.
13.01 (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Wellness Practices Dental care Immunization schedule	C3	✔	6. Write and record a public service announcement promoting wellness in children.	
Love and affection Nutrition Personal hygiene Rest Well-child checkups	C3	✔	7. Use "Chapter Service Project Event" to plan and conduct a community service project promoting wellness in children.	1994-96 NC FHA-HERO Competitive Events Manual

Child Development: Roles, Responsibilities, Resources, 317-324
Parenting and Teaching Young Children, 349-350, 353
The Developing Child, 392-394

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C1 Identify signs and symptoms of childhood illnesses.
13.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childhood illnesses Allergies Chicken pox Ear infections Influenza Measles Mumps Scarlet fever Tuberculosis	C1	1. Research childhood illnesses. Include the signs, symptoms, and proper care. Share report with class.	CD: RRR, TRB, 247
	C1A	2. View Common Childhood Illnesses (45 min.). Note signs, symptoms, and treatment of each illness.	Cambridge Educational 1-800-468-4227
	C1	3. Complete "Childhood Diseases." Discuss in class.	TDC, SWB, 142
	C2	4. Research your own childhood health history. List illnesses and review immunization record.	
	C2	5. Prepare a brochure detailing the signs, symptoms, and proper care for childhood illnesses.	Computer
	C3	6. Select a childhood illness. Prepare a get-well goody bag of activities for a sick child who has illness.	"Inventing an Activity," PTYC, TRC, 138

Child Development: Roles, Responsibilities, Resources, 308-316
Parenting and Teaching Young Children, 351-355
The Developing Child, 405-412

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C1 Identify signs and symptoms of childhood illnesses.
13.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Childhood illnesses Allergies Chicken pox Ear infections Influenza Measles Mumps Scarlet fever Tuberculosis	C3	✔	7. Prepare a skit identifying signs and symptoms of childhood illnesses. Present to parent-teacher organizations.	

Child Development: Roles, Responsibilities, Resources, 308-316
Parenting and Teaching Young Children, 351-355
The Developing Child, 405-412

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C3 Determine safety precautions for care of children.
13.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Child Safety Car Crib Home Neighborhood Dangers Burns Choking Falls Poisoning	C1		1. Use "Teaching Safety" to compile a list of safety precautions for children.	CD: RRR, TRB, 68
	C1		2. Complete a crossword puzzle on safety precautions for children.	
	C1A		3. View The Ouchless House: Your Baby Safe Home (30 min.). Complete viewing sheet.	Cambridge Educational 1-800-468-4227
	C2		4. Design a safety poster for parents of preschool children.	Art supplies
	C2		5. Use "Rating Safety at Home or at School" to evaluate a preschool or home for safety.	CD: RRR, TRB, 194
	C3	✔	6. Plan and conduct a safety fair for children and parents at a local mall. Include appropriate parenting posters.	Cambridge Educational 1-800-468-4227
	C3		7. Working in small groups, use magazines to identify safe and unsafe areas in rooms. Explain to the class how to correct unsafe areas.	Magazines

Child Development and Parenting, 155-160, 177-180, 287-288, 308, 389
Child Development: Roles, Responsibilities, Resources, 328-338
Parenting and Teaching Young Children, 362-364
The Developing Child, 244, 386-391

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C3 Determine safety precautions for care of children.
13.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Child Safety Car Crib Home Neighborhood Dangers Burns Choking Falls Poisoning	C3		8. Divide into small groups to participate in a scavenger hunt for safety hazards to children. After five minutes of searching the group with the most hazards wins. The winning group reads their list explaining why each finding is a hazard. Other groups present any hazards not identified.	
	C3		9. Use "Thinking About Safety" to design a booklet to distribute to Head Start parents.	CD: RRR, TRB, 109-110
	C3		10. Evaluate hazards in the home environment by participaing in Infant Safety (Apple, IBM). Complete self-test.	Projected Learning Programs 1-800-248-0757
	C3	✔	11. Assist in the planning and implementation of the "Safety Town" project for children.	Local Health Department

Child Development and Parenting, 155-160, 177-180, 287-288, 308, 389
Child Development: Roles, Responsibilities, Resources, 328-338
Parenting and Teaching Young Children, 362-364
The Developing Child, 244, 386-391

COURSE: Parenting and Child Development **UNIT:** Health and Safety

COMPETENCY: C3 Determine procedures for ensuring the health and safety of children.
13.00 (10 days)

OBJECTIVE: C2 Explain appropriate responses to childhood injuries and emergencies.
13.04 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Injuries Bites Bleeding Burns Choking Convulsions Drowning Fractures Head injuries Poisoning Shock Responses Artificial respiration Cardiopulmonary resuscitation First aid Heimlich maneuver	C1A	1. Listen to a health professional discuss appropriate care for childhood injuries and emergencies. Complete listening sheet.	TDC, TRB, transparencies 42-44
	C1	2. View Handling Childhood Emergencies with Confidence (30 min.). Take notes on how to respond to childhood injuries and emergencies.	Meridian Education Corporation 1-800-727-5507
	C2	3. Participate in Tic-Tac-Toe by giving appropriate responses to childhood injuries and emergencies.	Basic First Aid for Babysitters (IBM) Projected Learning Programs 1-800-248-0757
	A ✔	4. Assemble first aid kits for children's injuries. Donate to a local shelter.	CD: RRR, TRB, 249-250
	C2	5. Draw a case study from "Take Action." Explain the appropriate response.	TDC, SWB, 143-144
	C3	6. Divide into small groups. Choose one childhood injury or emergency. Determine how to appropriately respond to the situation.	"Thinking Fast" CD: RRR, TRB, 67

Child Development: Roles, Responsibilities, Resources, 338-349
Parenting and Teaching Young Children, 356-361
The Developing Child, 395-404

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 Summarize environments which contribute to an infant's physical development.
14.00 (5 days)

OBJECTIVE: C2 Outline infant physical development.
14.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Guidelines of Development Physical development Height Weight Teeth Motor skills	C1A	1. View A Child Grows: The First Year (25 min.) on infant growth. Complete the quiz which accompanies the video.	The Learning Seed 1-800-634-4941
	C1	2. Chart the physical growth of infants by completing "Physical Development."	CD: RRR, TRB, 55
	C1	3. Complete "Motor Match-Ups." Discuss in class.	TDC, SWB, 58
	C2	4. Use "Motor Development" to draw a mural for the classroom illustrating the twelve months of motor skill development in infants.	CD: RRR, TRB, 349 Art supplies
	C2	5. Place magazine pictures of infants in chronological order according to motor skill development.	"Motor Development," TDC, TRB, 77 Magazine pictures
	C2	6. Divide into four groups. Choose a case study from "Advice Column." Write responses to your case study. Discuss with class.	TDC, SWB, 59-60
	C2	7. Participate in Infancy and Toddlerhood (Apple, IBM). Complete tutorial program.	Projected Learning Programs 1-800-248-0757

Child Development and Parenting, 165-166, 168-175
Child Development: Roles, Responsibilities, Resources, 168-170, 172-176
Parenting and Teaching Young Children, 154-156, 187, 466-469
The Developing Child, 153-164

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 Summarize environments which contribute to an infant's physical development.
14.00 (5 days)

OBJECTIVE: C2 Outline infant physical development.
14.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Guidelines of Development Physical development Height Weight Teeth Motor skills	C3	8. Develop a rating sheet for charting physical growth of an infant. Observe a guest infant's motor skill development. Discuss observations in class.	"Observation: Physical Development of Infants," CDP, SWB, 45-46 Rating sheet
	C3	9. From a fishbowl, draw a slip of paper with either the name and age of an infant or a description of physical ability of an infant. Circulate around the room until you find your correct match of infant age with infant ability.	"Ages and Stages," CDP, SWB, 44

Child Development and Parenting, 165-166, 168-175
Child Development: Roles, Responsibilities, Resources, 168-170, 172-176
Parenting and Teaching Young Children, 154-156, 187, 466-469
The Developing Child, 153-164

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 14.00 Summarize environments which contribute to an infant's physical development. (5 days)

OBJECTIVE: C2 14.02 Summarize physical care of an infant. (3 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Physical Care Bathing Diapering Dressing Handling Safety Sleeping Toys	C1		1. Participate in Baby Love Bingo. Randomly number squares 1-25. Draw a heart over number of description showing appropriate physical care and an "X" over number of description showing inappropriate physical care.	Art supplies Bingo cards
	C1		2. Divide into two teams. Compete against the other team to complete "The Secret Square" on the overhead.	TDC, SWB, 61-62
	C1		3. From a display of infant toys, use "Rating Toys" to evaluate each toy. Discuss ratings.	CDP, TRG, 258
	C2	✔	4. Design a pamphlet, "An Environment of Love" describing tips for physical care of infants in bathing, diapering, dressing, handling, etc. Distribute in neighborhoods.	Computer
	C2		5. Draw a cartoon depicting appropriate physical care of an infant. Share in class.	Art supplies

Child Development and Parenting, 167-168
Child Development: Roles, Responsibilities, Resources, 180-183
Parenting and Teaching Young Children, 143-144, 159-161, 169-173, 189-191
The Developing Child, 165-166, 172-182

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 14.00 Summarize environments which contribute to an infant's physical development. (5 days)

OBJECTIVE: C2 14.02 Summarize physical care of an infant. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Care Bathing Diapering Dressing Handling Safety Sleeping Toys	C2	6. Develop home safety checklist for infants.	"Home Safety Checklist," TDC, TRB, 167-168
	C2	7. Prepare a display of childproofing devices. Discuss the advantages and disadvantages of each device.	
	C3	8. Using a copy of a basic floor plan, indicate in each room safety precautions which need to be taken as infants become mobile during the first year of life.	"The Ouchless House" poster, Cambridge Educational 1-800-468-4227 Floor plan

Child Development and Parenting, 167-168
Child Development: Roles, Responsibilities, Resources, 180-183
Parenting and Teaching Young Children, 143-144, 159-161, 169-173, 189-191
The Developing Child, 165-166, 172-182

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 Summarize ways to enhance an infant's emotional and social development.
15.00 (5 days)

OBJECTIVE: C2 Summarize infant emotional and social development.
15.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional and Social Development Affection Attachment Emotions Personality Self-Concept Separation anxiety Socialization Stranger anxiety Guidance	C1A	1. Observe an infant at play. Identify behaviors which indicate infant emotional and social development.	
	C2A	2. View First Month Through the First Year (50 min.). Discuss physical and cognitive changes during the first year. How is the child's sense of self related to his/her connection to the caregiver?	Touchpoints Series, Home Economics School Service 1-800-421-4246
	C2	3. Discuss attachment by looking at personal experiences of one parent who is sociable and involved at birth vs. the other parent who is absent.	
	C2	4. Look at why peek-a-boo games are of interest to 9-12 month old child. How does this relate to stranger anxiety and social and emotional attachment to the caregiver?	
	C2	5. Play charades to show the variety of emotions an infant displays. Discuss appropriate responses by caregivers.	

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Child Development: Roles, Responsibilities, Resources 184-187
Parenting and Teaching Young Children, 144-148, 187-188, 466-469
The Developing Child, 185-197

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 Summarize ways to enhance an infant's emotional and social development.
15.00 (5 days)

OBJECTIVE: C2 Summarize infant emotional and social development.
15.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional and Social Development Affection Attachment Emotions Personality Self-Concept Separation anxiety Socialization Stranger anxiety Guidance	C2	6. Bring in a childhood "lovey" or tell about one you had. Discuss the importance of a child having a "lovey."	
	C2	7. Discuss what the world looks like through a growing infant's eyes. Take one event and describe it from the perspective of an infant of six weeks, four and one half months, 12 months, and twenty months. How does the infant's behavior at each age indicate emotional and social development?	Diary of a Baby, Stern, Daniel, Basic Books, 1990
	C3	8. Construct a peek-a-boo book. Use with an infant. Discuss the infant's response to the book.	Shared Beginnings, 35 Reading is Fundamental 1-202-287-3220

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Child Development: Roles, Responsibilities, Resources 184-187
Parenting and Teaching Young Children, 144-148, 187-188, 466-469
The Developing Child, 185-197

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 Summarize ways to enhance an infant's emotional and social development.
15.00 (5 days)

OBJECTIVE: C2 Relate infant care to emotional and social development.
15.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Infant Care Comfort Consistency Interaction Love Trust	C1A	1. Have an Infant Day for parents and babies from birth to one year old. While sitting on the floor with infants, listen to parents describe how their babies have developed since birth and how the parents encouraged that development. Complete an observation sheet.	"Infants," CDP, TRG, 233-234
	C2A	2. View Infancy: The Beginning (20 min.). Summarize the relationship between care and emotional and social growth. Complete questions and quiz in study packet.	Creative Educational Video 1-800-922-9965
	C2	3. Examine Bowlby's studies of children reared in institutions without interaction with caregivers. Discuss the extreme consequences of behavioral/social deviations including failure to thrive.	
	C2A	4. Observe a parent and infant during a daily care activity. Note parent-child interaction. Discuss observations.	
	C2	5. Identify methods parents might use to help an infant develop trust.	

The Developing Child, 230-231

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 15.00 Summarize ways to enhance an infant's emotional and social development. (5 days)

OBJECTIVE: C2 15.02 Relate infant care to emotional and social development. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Infant Care Comfort Consistency Interaction Love Trust	C2		6. Complete the case studies in "What Will Baby Do?" Discuss how infant care relates to emotional and social development.	TDC, SWB, 69-70
	C2		7. Develop a list of activities if you're babysitting a newborn, a 3-4 week old, 6 month old and a 9 month old. What can you use to distract or soothe an infant?	Reading is Fundamental Shared Beginnings 1-202-287-3220
	C2	✔	8. Present appropriate infant care workshop at a teen mother home. Discuss importance of care in relation to emotional and social development.	
	C3		9. Choose an area of infant care. Prepare a demonstration on an area of infant care. Explain how caregivers can encourage emotional and social development through infant care.	

The Developing Child, 230-231

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C2 Summarize ways to enhance an infant's emotional and social development.
15.00 (5 days)

OBJECTIVE: C1 Recognize personality types in infants.
15.03 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Personality Types Aggressive Placid Sensitive Temperament	C1	1. Take simple personality test to determine your personality.	Personality test Guidance Counselor
	C1	2. View videotapes of infants and identify, "What's My Type?". Identify behavior of each personality type of infants shown.	Videotapes
	C2	3. Make collages of personality types of infants.	Magazines Art supplies
	C2	4. Design a bulletin board depicting the personality types of infants and ways to manage each type.	Magazines Art supplies
	C3	5. Create a poster of each of the personality types of infants. Include tips on dealing with each personality type.	Magazines Art supplies
	C3	6. Examine a sample daily schedule for an infant. Highlight trouble spots in the schedule for one of the three personality types. Adjust the schedule to better meet the needs of the infant's personality.	Sample Daily Schedule

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Parenting and Teaching Young Children, 144-145
The Developing Child, 201-202

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Propose ways to stimulate an infant's intellectual development.
16.00 (7 days)

OBJECTIVE: C2 Summarize infant intellectual development.
16.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Sensorimotor Period Cause and effect Egocentrism Eye-hand coordination Object permanence	C1A	1. View Cognitive Development (25 min.). Note signs of intellectual development in infants.	Human Development: The First 2 1/2 Years Set, Whitley Health Education Film Center 1-800-862-0637
	C2	2. Complete "Understanding Intellectual Development" by matching behaviors demonstrating intellectual development to the appropriate age of the infant.	TDC, SWB, 79
	C2A	3. View Childhood 1: The Infant Child (90 min.). Give an example of terms related to infant intellectual development.	HumanCare, Inc. 1-801-973-8556
	C2A	4. Observe an infant at play and identify terms related to infant intellectual development.	Observation sheet
	C2	5. Write case studies describing terms related to infant intellectual development. Exchange and identify the terms.	Case Studies

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Child Development: Roles, Responsibilities, Resources, 176-178
Parenting and Teaching Young Children, 150-152, 259-261, 263, 466-469
The Developing Child, 205-212

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Propose ways to stimulate an infant's intellectual development.
16.00 (7 days)

OBJECTIVE: C2 Summarize infant intellectual development.
16.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Sensorimotor Period Cause and effect Egocentrism Eye-hand coordination Object permanence	C3	6. Summarize terms related to infant intellectual development by completing "Hidden Word Puzzle."	TDC, SWB, 75-76

Child Development and Parenting, 193-194
Child Development: Roles, Responsibilities, Resources, 176-178
Parenting and Teaching Young Children, 150-152, 259-261, 263, 466-469
The Developing Child, 205-212

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Propose ways to stimulate an infant's intellectual development .
16.00 (7 days)

OBJECTIVE: C2 Explain language development in infancy.
16.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Lanuguage Development Crying Cooing Babbling First Words Caregiver Responses Feedback Normal speech	C1A	1. View Language Development (25 min.). Note the stages of language development and ways to stimulate it.	Human Development: The First 2 1/2 Years Set, Whitley Health Education Film Center 1-800-862-0637
	C2	2. Relate baby sounds to language development of an infant.	"Understanding An Infant's Language," PTYC, TRC, 63
	C2A	3. Listen to a speech pathologist discuss language development in infants. Complete a listening sheet by giving examples of techniques to assist in language development.	Listening Sheet
	C2	4. Use "Observing Language Development" to observe how an infant and caregiver communicate with language.	CD: RRR, TRB, 98
	C2	5. Survey children's books. Identify books which would assist language development.	Shared Beginnings Reading is Fundamental 1-202-287-3220

Child Development and Parenting, 195-196
Child Development: Roles, Responsibilities, Resources, 178-179
Parenting and Teaching Young Children, 153, 264-265
The Developing Child, 306-308

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Propose ways to stimulate an infant's intellectual development .
16.00 (7 days)

OBJECTIVE: C2 Explain language development in infancy.
16.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Lanuguage Development Crying Cooing Babbling First Words Caregiver responses Feedback Normal speech	C2 C3	6. Use "Children Learn by Listening" to role play ways to appropriately encourage language development in infants. 7. Select a children's book and practice reading it to an infant.	CD: RRR,49 TDC, TRB, 93 Shared Beginnings Reading is Fundamental 1-202-287-3220

Child Development and Parenting, 195-196
Child Development: Roles, Responsibilities, Resources, 178-179
Parenting and Teaching Young Children, 153, 264-265
The Developing Child, 306-308

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 16.00 Propose ways to stimulate an infant's intellectual development. (7 days)

OBJECTIVE: C3 16.03 Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Exploration Sensory experiences Simple Books Toys Parents' Responsibilities Feedback Interaction Praise Safety	C2A	1. View Enter Toddling (21 min.). Discuss sensory stimulation and guidance for infants.	Creative Educational Video 1-800-922-9965
	C3	2. At an infant daycare, observe the interaction of the infants with the caregivers. Explain ways that the caregivers encourage intellectual growth and development.	"Activities to Stimulate Infants," CD RRR, TRB, 229-230
	C3	3. Observe an infant's reaction to a new toy. Describe what the infant does with the new toy and how it relates to intellectual development.	
	C3	4. Make a rating sheet to evaluate infant toys. Evaluate infant toys for appropriateness in stimulation of infant development.	"Toy Evaluation," TDC, SWB, 77-78 Infant toys
	C3	5. Create games to play with infants if you had no props.	Games to Play with Babies Gryphon House, Inc. 3706 Otis Street Mt. Rainier MD 20712

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Child Development: Roles, Responsibilities, Resources, 179-183
Parenting and Teaching Young Children, 188-200
The Developing Child, 217-218, 220, 222-224, 228-229, 232-233

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 16.00 Propose ways to stimulate an infant's intellectual development. (7 days)

OBJECTIVE: C3 16.03 Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Exploration Sensory experiences Simple Books Toys Parents' Responsibilities Feedback Interaction Praise Safety	C3	6. Think of ways common household items could be used to stimulate intellectual development through play.	Games Babies Play from Birth to Twelve Months The Book Peddlers 18326 Minnetonka Blvd. Deephaven MN 55391 Shared Beginnings Reading is Fundamental 1-202-287-3220
	C3	7. Complete "Decisions/Decisions." Recommend ways parents can encourage infant intellectual development.	PTYC, TRC, 67
	C3	8. Observe an infant for at least one hour. Summarize physical, emotional, social, and intellectual development. Discuss findings in class. Determine the impact the caregiver has on the development of the infant.	

Child Development and Parenting, 194-197
Child Development: Roles, Responsibilities, Resources, 179-183
Parenting and Teaching Young Children, 188-200
The Developing Child, 217-218, 220, 222-224, 228-229, 232-233

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Recommend ways to provide for an infant's nutritional needs.
17.00 (4 days)

OBJECTIVE: C2 Outline guidelines for feeding infants.
17.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Feeding Infants Milk Bottle-feeding Breast-feeding Burping	C1A	1. View Infant Feeding: Lily Feeds Her Child (15 min.). Note order of introduction of infant foods and coping with food allergies.	Whitley Health Education Film Center 1-800-862-0637
Solid foods Introduction Sequence Quality Easily digested Nutritious	C2A	2. Listen to a health care professional discuss the rationale regarding the sequencing of introducing infant foods. Prepare an information sheet on introducing foods to infants.	
Weaning Malnutrition Overfeeding Underfeeding	C2	3. Given pictures of infant foods, place foods in correct order of introduction.	Infant food pictures
	C2A	4. Sample infant foods in order of introduction (juice, teething biscuits). Explain reasons for order of introduction.	Infant food samples
	C2	5. Using a doll, demonstrate ways to burp an infant.	Doll
	C3	6. Compare commercial baby food with homemade baby food. Compare quality, taste, and cost.	

Child Development and Parenting, 148-151, 166-167
Child Development: Roles, Responsibilities, Resources, 170-172
Parenting and Teaching Young Children, 162-169
The Developing Child, 166-171

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Recommend ways to provide for an infant's nutritional needs.
17.00 (4 days)

OBJECTIVE: C2 Outline guidelines for feeding infants.
17.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Feeding Infants Milk Bottle-feeding Breast-feeding Burping Solid foods Introduction Sequence Quality Easily digested Nutritious Weaning Malnutrition Overfeeding Underfeeding	C2	7. Read articles on the prevalence, forms, and life-long impact of malnutrition. Include overfeeding as well as underfeeding. Summarize main points of articles.	
	C3P	8. Prepare homemade baby foods (applesauce, green peas, green beans, etc.) without additives. Using a chart, compare cost, flavor, and time used for preparing the homemade foods.	"Homemade Baby Food," TDC, SWB, 81 Food sieve or blender Foods
	C3	9. Divide into four groups. Research the advantages and disadvantages of bottlefeeding and breastfeeding. Debate the issue of infant feeding.	

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Child Development: Roles, Responsibilities, Resources, 170-172
Parenting and Teaching Young Children, 162-169
The Developing Child, 166-171

COURSE: Parenting and Child Development **UNIT:** The Infant

COMPETENCY: C3 Recommend ways to provide for an infant's nutritional needs.
17.00 (4 days)

OBJECTIVE: C3 Recommend appropriate food choices for infants.
17.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Infant Food Choices Nutrients Carbohydrates Fats Proteins Minerals Vitamins Water Food Guide Pyramid Beverages Finger foods	C3	1. From a display, select foods appropriate for the first year.	Feed Me I'm Yours, The Book Peddlers 18326 Minnetonka Blvd., Deephaven MN 55391
	C3	2. Write letters to "Dear Dr. Info" concerning infant feeding problems. Exchange and recommend appropriate solutions.	
	C3	3. Given case studies concerning feeding the infant, recommend appropriate solutions.	"Decisions/ Decisions," PTYC, TRC, 73
	C3	4. Using restaurant menus, select appropriate food choices for infants.	
	C3	5. Review guidelines from the Womens, Infants and Children Program (WIC). Plan a day's diet for an infant using WIC foods.	
	C3	6. Make a chart of infant food allergies. Research food substitutes.	
	C3	7. Complete "Nutrition During the First Year." Exchange and evaluate infant menus.	CD: RRR, TRB, 181

Child Development and Parenting, 148-151, 166-167
Child Development: Roles, Responsibilities, Resources, 170-172
Parenting and Teaching Young Children, 162-169
The Developing Child, 166-171

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C2 18.00 Summarize environments which contribute to a toddler's physical development. (7 days)

OBJECTIVE: C2 18.01 Outline toddler physical development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth Height Weight Proportion Rate Development Manipulation Motor skills Posture Teeth	C1A	1. View Physical Growth and Development (20 min.). Note the ways physical development is enhanced by the appropriate environment and techniques.	Human Development: The First 2 1/2 Years Set Whitley Health Education Film Center 1-800-862-0637
	C1	2. Use "Decisions/Decisions" to calculate the average age for walking in your class.	PTYC, TRC, 91
	C1	3. Complete "Dictionary of Development." Discuss terms related to toddler physical development.	TDC, SWB, 85
	C2	4. Devise a checklist for motor skill development in toddlers. Observe children to assess development.	"Development of Gross and Fine Motor Skills," CD: RRR, TRB, 231
	C2	5. Make a chart illustrating infants and toddlers. Discuss differences in physical development of children's bodies.	"Growth Chart," TDC, TRB, 109

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Child Development: Roles, Responsibilities, Resources, 192-197, 200-202
Parenting and Teaching Young Children, 224-238, 470-473
The Developing Child, 237-246

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C2 Summarize environments which contribute to a toddler's physical development.
18.00 (7 days)

OBJECTIVE: C2 Outline toddler physical development.
18.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth Height Weight Proportion Rate	C2	6. Give examples of activities that encourage manipulation and motor skill development. Participate in one of these motor skill activities.	"Milestones of Development," CD: RRR, TRB, 234-235
Development Manipulation Motor skills Posture Teeth	C2	7. Make a display of toys which use motor skills. Arrange in chronological order for appropriateness for age of toddler.	

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Child Developmen : Roles, Responsibili ies, Resources, 192-197, 200-202
Parenting and Teaching Young Children, 224-238, 470-473
The Developing Child, 237-246

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C2 Summarize environments which contribute to a toddler's physical development.
18.00 (7 days)

OBJECTIVE: C2 Summarize guidelines for toilet training.
18.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toilet Training Readiness Regular schedule Rewarding Accidents	C1	1. Read literature for understanding when and how toddlers should begin toilet training. List signs of readiness for toilet training.	Once Upon a Potty (30 min.) Creative Educational Video 1-800-922-9965
	C1A	2. View It's Potty Time (25 min.). Complete viewing sheet.	Cambridge Educational 1-800-468-4227 Viewing sheet
	C2	3. Interview parents for ways in which they handled toilet training mishaps. Discuss appropriateness for handling responses in class.	
	C2	4. Write a note to your child's babysitter detailing instructions for toilet training.	
	C2A	5. Visit the public library to identify children's books which would encourage or help toddlers understand toilet training.	

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Child Development: Roles, Responsibilities, Resources, 202-205
Parenting and Teaching Young Children, 245-246
The Developing Child, 258-260

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C2 Summarize environments which contribute to a toddler's physical development.
18.00 (6 days)

OBJECTIVE: C2 Summarize guidelines for toilet training.
18.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toilet Training Readiness Regular schedule Rewarding Accidents	C3	6. Debate whether being toilet trained should be a requirement for admission to preschool programs.	
	C3	7. Divide into groups. List parenting techniques which can be used to encourage toilet training. Exchange ideas and evaluate the pros and cons of techniques. Present techniques to class.	

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Child Development: Roles, Responsibilities, Resources, 202-205
Parenting and Teaching Young Children, 245-246
The Developing Child, 258-260

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C2 Summarize environments which contribute to a toddler's physical development.
18.00 (7 days)

OBJECTIVE: C1 Recognize environments and techniques that support toddler independence.
18.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toddler Independence Bathing Bedtime Caring for teeth Dressing Parents' Responsibilities Choices Safety	C1A	1. View Toddlers: The Second Year of Life (26 min.). Complete quiz accompanying video.	The Learning Seed 1-800-634-4941
	C1	2. Identify play activities which would encourage independence and physical development by completing "Child's Play."	CD: RRR, TRB, 58
	C1	3. From a display of toddler clothing, identify features which would encourage self-dressing. Complete "Clothes Closing." Discuss answers.	TDC, SWB, 89-90 Toddler clothing
	C1	4. Visit a daycare center to observe toddler independence. Interview teachers to identify characteristics of a healthy environment for toddlers.	Observation sheet
	C2	5. Solve case studies in "Handling Sleep Problems." Exchange and discuss.	TDC, SWB, 86
	C2	6. Develop home safety checklist for toddlers.	

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Child Development: Roles, Responsibilities, Resources, 198-199, 209-210, 213
Parenting and Teaching Young Children, 243-244, 339-344, 470-473
The Developing Child, 244, 252-257

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C2 Summarize environments which contribute to a toddler's physical development.
18.00 (7 days)

OBJECTIVE: C1 Recognize environments and techniques that support toddler independence.
18.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toddler Independence Bathing Bedtime Caring for teeth Dressing	C2	7. Using floor plan from infant safety, show changes which need to be made from infant to toddler to make home safe. List on plan items which remain the same.	"Child Safety," CD: RRR, TRB, 57 Floor plan
Parents' Responsibilities Choices Safety	C2	8. Make a placemat with ideas to encourage growth and development of a toddler. Distribute to a restaurant during National Baby Month.	Art Supplies
	C3	9. Discuss physical capabilities of toddler. Organize a room of a home so that the toddler can physically meet some of his/her needs to encourage independence.	
	C3	10. Set up a playhouse that would entertain a toddler while providing learning activities.	

Child Development and Parenting, 214-215
Child Development: Roles, Responsibilities, Resources, 198-199, 209-210, 213
Parenting and Teaching Young Children, 243-244, 339-344, 470-473
The Developing Child, 244, 252-257

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Determine ways to enhance a toddler's emotional and social development.
19.00 (6 days)

OBJECTIVE: C2 Summarize toddler emotional and social development.
19.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional Development Negativism Temper tantrums Social Development Parallel play Cooperative play	C1	1. View First Year Through Toddlerhood (50 min.). List examples of toddler emotional and social development.	Touchpoints Series, Home Economics School Service 1-800-421-4246
	C1	2. Complete "Puzzled About Emotional and Social Development?"	TDC, SWB, 94-95
	C2	3. Draw a card describing an example of toddler emotional and social development. Explain your example of emotional and social development to the class.	Development cards
	C2	4. Write a letter from a toddler to parents describing what it's like to be a toddler.	
	C2	5. Videotape examples of toddler emotional and social development. Discuss examples in class. Complete "Take Your Choice."	TDC, SWB, 96
	C3	6. Using "Emotional and Social Development," solve case studies describing toddler development.	CD: RRR, TRB, 144

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Child Development: Roles, Responsibilities, Resources, 224-226, 235-236
Parenting and Teaching Young Children, 204-218, 286-293, 470-472
The Developing Child, 264-269, 277-279

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Determine ways to enhance a toddler's emotional and social development.
19.00 (6 days)

OBJECTIVE: C2 Summarize toddler emotional and social development.
19.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional Development Negativism Temper tantrums Social Development Parallel play Cooperative play	C3	7. Using Games to Play with Toddlers, plan a toddler's activities that allow parallel play and cooperative play.	Gryphon House 3706 Otis Street Mt. Rainier MD 20712

Child Development and Parenting, 185-192
Child Development: Roles, Responsibilities, Resources, 224-226, 235-236
Parenting and Teaching Young Children, 204-218, 286-293, 470-472
The Developing Child, 264-269, 277-279a

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Determine ways to enhance a toddler's emotional and social development.
19.00 (6 days)

OBJECTIVE: C2 Relate a toddler's expression of emotions to his/her stage of development.
19.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotions Anger Fear Jealousy Love Stress Temper tantrums	C2	1. Complete "Children and Emotions." Discuss why toddlers express each emotion.	CD: RRR, TRB, 143
	C2	2. Role play emotions of young children. Discuss appropriate methods of handling those emotions.	
	C2	3. Complete "Providing Positive Guidance." Discuss appropriate guidance techniques for managing a toddler's expression of emotion.	PTYC, TRC, 81
	C2	4. Read Where the Wild Things Are. How does this story help toddlers deal with fears?	
	C2	5. Write a paragraph to complete "I would prepare my toddler for a younger sibling by . . ."	
	C3	6. Draw an emotion out of a box. Act out appropriate parent response.	

Child Development and Parenting, 253-262
Child Development: Roles, Responsibilities, Resources, 211-213, 233-235, 237-240
Parenting and Teaching Young Children, 294-296, 311-316, 470-472
The Developing Child, 270-276, 283-288, 312-313

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Determine ways to enhance a toddler's emotional and social development.
19.00 (6 days)

OBJECTIVE: C3 Recommend practices which contribute to development of a positive self-concept.
19.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parent Responsibilities Correct behavior Encourage decisions Identify feelings Minimize competition Praise Provide responsibility	C2A	1. View video Terrific Twos (21 min.). Note how positive self-concept development is enhanced with appropriate caregiver interaction.	Creative Educational Video 1-800-922-9965
	C3	2. Contrast positive and negative self-concepts. Apply appopriate means to improve negative self-concept.	"Promoting Positive Behavior," TDC, TRB, 219
	C3	3. Discuss the relationship between appropriate caregiver responses and toddler self-concept. Complete "Being Positive About Child Care."	TDC, SWB, 97-98
	C3	4. Write an analogy comparing self-concept development to something more familiar--the growth of a plant, painting a picture, waxing a car, baking a cake, etc.	
	C3	5. Use "How to Communicate with a Child" to brainstorm practices which encourage development of a positive self-concept.	CD: RRR, TRB, 363

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Child Development: Roles, Responsibilities, Resources, 241-243, 288-289
Parenting and Teaching Young Children, 290, 300-303, 470-472
The Developing Child, 281-288

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Determine ways to enhance a toddler's emotional and social development.
19.00 (6 days)

OBJECTIVE: C3 Recommend practices which contribute to the development of a positive self-concept.
19.03 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Parent Responsibilities Correct behavior Encourage decisions Identify feelings Minimize competition Praise Provide responsibility	C3		6. Recommend solutions to case studies describing toddler behaviors. Discuss solutions in class.	"What Would You Do?," TDC, SWB, 99-100
	C3	✔	7. Develop a pamphlet on the self-concept of the toddler. Include ways to enhance the development of a healthy self-concept. Distribute to daycares.	Computer Art supplies
	C3		8. Practice communication techniques which develop a positive self-concept in toddlers by completing "Caregivers' Responses."	CD: RRR, TRB, 59

Child Development and Parenting, 249-250, 272-278, 324-326
Child Development: Roles, Responsibilities, Resources, 241-243, 288-289
Parenting and Teaching Young Children, 290, 300-303, 470-472
The Developing Child, 281-288

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Propose ways to stimulate a toddler's intellectual development.
20.00 (7 days)

OBJECTIVE: C2 Summarize toddler intellectual development.
20.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Methods of Learning Directed Imitation Incidental Trial-and-error	C2	1. Define attention, memory, perception, reasoning, imagination and curiosity. Complete a chart giving an example for each term defined.	Chart
Elements of Intellectual Activity Attention Memory Perception Imagination Curiosity Reasoning Creativity	C2	2. Complete "Know Your Terms." Select magazine photos identifying a toddler exhibiting each element of toddler intellectual activity.	TDC, SWB, 104 Magazines
	C2	3. View a tray holding 15-20 common items for 30-60 seconds. When tray is removed, list items remembered from viewing (memory). Most listed is winner. What was color of tray? (attention) How are items related? (imagination) Which item would you need on a desert island and why? (reasoning) Discuss each using an example of toddler intellectual activity.	Items Tray
	C2	4. Summarize concepts which are attainable for toddlers.	The Developing Child, 295.

Child Development and Parenting, 185-194
Child Development: Roles, Responsibilities, Resources, 217-220
Parenting and Teaching Young Children, 261-262, 269-272, 470-473
The Developing Child, 292-300

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Propose ways to stimulate a toddler's intellectual development.
20.00 (7 days)

OBJECTIVE: C2 Summarize toddler intellectual development.
20.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Methods of Learning Directed Imitation Incidental Trial-and-error	C2	5. Give example of a toy or activity which aids in each of the elements of intellectual development.	
Elements of Intellectual Activity Attention Memory Perception Imagination Curiosity Reasoning Creativity	C3	6. Brainstorm common toddler dilemmas. Devise ways to teach toddlers how to solve their problems.	

Child Development and Parenting, 185-194
Child Development: Roles, Responsibilities, Resources, 217-220
Parenting and Teaching Young Children, 261-262, 269-272, 470-473
The Developing Child, 292-300

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Propose ways to stimulate a toddler's intellectual development.
20.00 (7 days)

OBJECTIVE: C2 Explain language development in the toddler.
20.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Language Development Articulation Grammar Speech difficulties Vocabulary	C1	1. Complete "Speech Development" explaining the process of speech development in toddlers.	TDC, SWB, 103
	C2	2. Observe toddlers for examples of language development. Bring to class and discuss.	
	C2	3. Give examples of common family activities that would lend themselves to encouraging toddler language development. Complete "Development Through Family Activities."	PTYC, TRC, 106
	C2	4. Bring children's cassette tapes for toddlers to class. Discuss how the songs aid in toddler language development. Decide how toddlers could use language and movement.	Holiday Piggyback Songbook Nasco 1-800-558-9595
	C3	5. Visit the public library. Select an appropriate book for a toddler. Evaluate book for kinds of learning present in story (vocabulary, subject, new experiences). Read to a toddler.	

Child Development: Roles, Responsibilities, Resources, 220-223
Parenting and Teaching Young Children, 265-269, 470-473
The Developing Child, 306-308

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 20.00 Propose ways to stimulate a toddler's intellectual development. (7 days)

OBJECTIVE: C3 20.03 Evaluate learning activities in relation to a toddler's intellectual growth and development. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Learning Activities Art Music Play Reading Science Toys	C2A	1. View Importance of Play (10 min.). Relate the importance of play to toddler intellectual development.	Nasco 1-800-558-9595
	C2	2. Give examples of toys which assist toddlers in imitation (grocery cart, lawnmower, vacuum cleaner, etc.).	
	C2	3. Divide into two teams. Use the overhead to compete against the other team to complete the "Secret Square Quiz." Answering statements related to toddler intellectual growth and development. Discuss responses.	TDC, SWB, 107-108
	C2	4. From a display of objects, complete "Using Everyday Objects as Toys." Discuss how toddlers can learn from these objects.	TDC, SWB, 105-106
	C2	5. Use "Listening to Stories" to observe a group of toddlers at storytime. Discuss observation sheet. How can books encourage toddler intellectual growth and development?	CD: RRR, TRB, 186

Child Development and Parenting, 194-197, 285-291
Child Development: Roles, Responsibilities, Resources, 224-233
Parenting and Teaching Young Children, 276-282, 470-473
The Developing Child, 301-305

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 20.00 Propose ways to stimulate a toddler's intellectual development. (7 days)

OBJECTIVE: C3 20.03 Evaluate learning activities in relation to a toddler's intellectual growth and development. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Learning Activities Art Music Play Reading Science Toys	C3	6. Use "Decisions/Decisions" to assess toys for toddlers.	PTYC, TRC, 79
	C3	7. Develop guidelines for parents in assisting toddler intellectual growth and development through play.	CD: RRR, TRB, 238
	C3	8. Design a toy which stimulates toddler intellectual growth and development. Share toy with class. Evaluate for safety using checklist.	"Safe Activities for Toddlers," CD: RRR, TRB, 357
	C3	9. Use Toddler Theme-A-Saurus or Piggyback Songs for Infants and Toddlers to plan art or music activities to enhance toddler intellectual development.	Nasco 1-800-558-9595
	C3	10. Observe a toddler for at least one hour. Summarize physical, emotional, social, and intellectual development. Discuss findings in class. Determine the impact the caregiver has on the development of the toddler.	"Observing a Toddler," CD: RRR, TRB, 99-100

Child Development and Parenting, 194-197, 285-291
Child Development: Roles, Responsibilities, Resources, 224-233
Parenting and Teaching Young Children, 276-282, 470-473
The Developing Child, 301-305

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 Recommend ways to provide for a toddler's nutritional needs.
21.00 (3 days)

OBJECTIVE: C2 Outline guidelines for feeding toddlers.
21.01 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Feeding Toddlers Food Guide Pyramid Food preferences Bite size Meal appeal Color Flavor Shape Temperature Texture Portion Size	C2A		1. Listen to a nutritionist discuss toddler nutritional needs. Summarize.	"Food Group Servings for Toddlers," CD: RRR, TRB, 359
	C2		2. View Feeding Her Toddler: Lily Gets the Most for Her Money (15 min.). Discuss nutritious meals for toddlers.	Whitley Health Education Film Center 1-800-862-0637
	C2		3. After discussing meal appeal, cut food pictures from magazines to illustrate an appealing and nutritious toddler meal.	Magazines
	C2		4. Prepare a chart of foods which encourage self-feeding. Identify foods which may be unsafe for toddlers.	"Children and Food," TDC, TRB, 110
	C3	✔	5. Prepare pamphlet for daycare center parents on toddler feeding guidelines.	Computer Art supplies
	C3		6. Write case study for Danny the Difficult Toddler to cope with eating problems of a toddler. Exchange and offer suggestions to insure good nutrition.	Case studies

Child Development and Parenting, 166, 208
Child Development: Roles, Responsibilities, Resources, 206-210
Parenting and Teaching Young Children, 326-329
The Developing Child, 247-251, 310

COURSE: Parenting and Child Development **UNIT:** The Toddler

COMPETENCY: C3 21.00 Recommend ways to provide for a toddler's nutritional needs. (3 days)

OBJECTIVE: C3 21.02 Recommend appropriate food choices for toddlers. (1 day)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Toddler Food Choices Finger foods Food Guide Pyramid Simple family foods Substitutions	C3		1. Plan one day's diet for a toddler.	
	C3		2. Use "Planning Meals for Children" to evaluate inadequate meals for a toddler. Divide into four groups. Choose one meal to evaluate. Make and discuss recommendations to improve the meal.	TDC, SWB, 87-88
	C3		3. Experiment with presentation techniques for healthy snacks and the introduction of new foods.	
	C3		4. Using restaurant menus, select appropriate food choices for toddlers.	Restaurant Menus
	C3	✔	5. Use "Snack Time" to recommend snack recipes for toddlers. Assemble into a booklet to distribute to daycares.	CD: RRR, TRB, 141
	C3P		6. Prepare nutritious snacks for toddlers.	Dirt Cups Squiggles

Child Development and Parenting, 166, 208
Child Development: Roles, Responsibilities, Resources, 206-210
Parenting and Teaching Young Children, 326-329
The Developing Child, 247-251, 310

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 22.00 Summarize environments which contribute to a preschooler's physical development. (5 days)

OBJECTIVE: C2 22.01 Outline preschooler physical development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth Height Weight Proportion Development Brain size Physical skills Gross-motor Balance Coordination Fine-motor Dexterity Handedness Teeth	C1	1. Complete "Word Jumble." Discuss in class.	TDC, SWB, 112
	C2A	2. View Parenting Preschoolers (55 min.). Discuss the challenges and rewards of parenting preschoolers.	Cambridge Educational 1-800-468-4227
	C2	3. Examine growth charts for preschoolers. Determine the average amount of physical growth for the preschooler.	"Charting Growth Rates," PTYC, TRC, 88
	C2	4. Read references on physical growth for preschoolers. Given case studies, determine if physical growth is appropriate for age and sex.	Case studies
	C2	5. View preschool screening of children in the community. Write a paragragh about the differences in physical growth.	
	C2	6. Look at a dental chart for preschoolers. Explain the pattern for acquiring adult teeth.	Dental Chart Transparency

Child Development and Parenting, 203-208, 214-219
Child Development: Roles, Responsibilities, Resources, 249-252
Parenting and Teaching Young Children, 224-238, 472-475
The Developing Child, 320-327

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 22.00 Summarize environments which contribute to a preschooler's physical development. (5 days)

OBJECTIVE: C2 22.01 Outline preschooler physical development. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Growth Height Weight Proportion Development	C2		7. Develop activities that encourage dexterity. Participate in one of the activities. Discuss how the activity encourages dexterity.	
Brain size Physical skills Gross-motor Balance Coordination Fine-motor Dexterity Handedness Teeth	C2		8. Design a growth chart for a preschool child. Measure three preschoolers. Record height, weight and child's name. In class, draw conclusions about height and weight of preschoolers.	Poster paper, Yardsticks, Old coloring books, Art supplies
	C3		9. Give examples to support that the world is designed for right-handed people. How would you encourage a left-handed child?	
	C3	✔	10. Using "Focus on Children Event," plan a puppet show on dental health. Present to a preschool class.	1*2*3 Puppets Book Nasco 1-800-558-9595 1994-96 NC FHA/HERO Competitive Events Manual

Child Development and Parenting, 203-208, 214-219
Child Development: Roles, Responsibilities, Resources, 249-252
Parenting and Teaching Young Children, 224-238, 472-475
The Developing Child, 320-327

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 22.00 Summarize environments which contribute to a preschooler's physical development. (5 days)

OBJECTIVE: C1 22.02 Recognize environments and techniques that encourage personal responsibility in preschoolers. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Responsibilities Dressing Feeding Housekeeping	C1A	1. View Now I'm Five (20 min.). Complete study packet.	Creative Educational Video 1-800-922-9965
Environments and Techniques Child-size areas Organization Patience Praise Repetition Routine	C1	2. Use "Decisions/Decisions" to identify ways a preschooler can take responsibility in the home.	PTYC, TRC, 121
	C1	3. Complete a word search on a safe and healthy environment for preschoolers.	Word Search
	C2	4. Develop a home safety checklist for preschoolers.	
	C2	5. Using the alphabet, as a class, list 26 ways to encourage personal responsibiltiy in preschoolers. Select and illustrate a letter from the list. Post letters in a kindergarten classroom.	
	C2	6. Using a catalog, identify children's clothing which encourages self-dressing. Complete "Children's Clothing - It All Adds Up!"	TDC, SWB, 117-118

Child Development and Parenting, 207-208, 214-215
Parenting and Teaching Young Children, 246-254, 472-475
The Developing Child, 332-336

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 22.00 Summarize environments which contribute to a preschooler's physical development. (5 days)

OBJECTIVE: C1 22.02 Recognize environments and techniques that encourage personal responsibility in preschoolers. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Responsibilities Dressing Feeding Housekeeping Environments and Techniques	C3	7. Brainstorm ideas for making the home a safer place where children can learn and develop. Design a poster on a safe and healthy environment for preschoolers.	"Helping Children Develop At Home," PTYC, TRC, 93 Poster paper Art supplies
Child-size areas Organization Patience Praise Repetition Routine	C3	8. Make a placemat that teaches how to set a table. Laminate for a preschooler.	Art supplies
	C3	9. Bring in a sample of children's clothing with different fasteners. Compare and evaluate ease in dressing, practicality of fabric care, durability and comfort. Compile findings into a chart.	

Child Development and Parenting, 207-208, 214-215
Parenting and Teaching Young Children, 246-254, 472-475
The Developing Child, 332-336

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 23.00 Summarize ways to enhance a preschooler's emotional and social development. (6 days)

OBJECTIVE: C2 23.01 Relate the value of play to preschooler emotional and social development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Benefits of Play Social skills Problem solving Types of Play Cooperative Dramatic Toy Selection	C1	1. Use "Getting to Know a Child" to interview a preschooler to learn about emotional and social development.	PTYC, TRC, 189
	C2	2. Spend 15 minutes playing with various preschooler's toys. Discuss the purpose of play. Identify various skills encouraged by different toys, games, and activities.	Toys, games
	C2	3. Play social games such as "Mother May I," "Simon Says," "1-2-3 Redlight" and "Duck Duck Goose" in class. Discuss the value of these social games.	
	C2	4. React to the statement, "Play is the work of children."	
	C2	5. Explain the conflict preschoolers have as they establish friends outside the family.	
	C3	6. Debate the advantages and disadvantages of competition.	The Developing Child, 348

Child Development and Parenting, 285-295
Child Development: Roles, Responsibilities, Resources, 273-283
Parenting and Teaching Young Children, 308-310, 472-475
The Developing Child, 340-343, 350-354

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 23.00 Summarize ways to enhance a preschooler's emotional and social development. (6 days)

OBJECTIVE: C2 23.01 Relate the value of play to preschooler emotional and social development. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Benefits of Play Social skills Problem solving Types of Play Cooperative Dramatic	C3		7. Observe a preschool play group. Identify the ways preschoolers play together. Critique the value of play in emotional and social growth.	
Toy Selection	C3P	✔	8. Invite a group of preschoolers to the classroom to participate in planned activities to show development of social interaction and emotional growth.	1*2*3 Rhymes, Songs and Stories, Nasco 1-800-558-9595

Child Development and Parenting, 285-295
Child Development: Roles, Responsibilities, Resources, 273-283
Parenting and Teaching Young Children, 308-310, 472-475
The Developing Child, 340-343, 350-354

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 23.00 Summarize ways to enhance a preschooler's emotional and social development. (6 days)

OBJECTIVE: C2 23.02 Explain how conscience, personal priorities, and gender roles are formed by preschoolers. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Conscience Follow rules Rewards Punishment Learn by example Gender Roles Identification Stereotypes	C1A	1. Listen to a child psychologist discuss conscience, personal priorities and gender roles in preschoolers. Complete "Telephone Terms."	TDC, SWB, 123-124
	C2	2. Discuss case studies in "Teaching by Example."	TDC, SWB, 125-126
	C2	3. Draw cartoons portraying preschoolers using their conscience.	Art supplies
	C2	4. Select a fairy tale, fable or nursery rhyme. Identify the teaching of personal priorities. How are personal priorities taught today?	
	C2	5. Read baby cards and label as male or female. Discuss descriptions of males and females as stereotyped in the cards.	Baby cards
	C2	6. Give examples of male and female stereotypes. Use ads to see how fathers and mothers are portrayed.	"Stereotyped Gender Roles," CD: RRR, TRB, 60

Child Development and Parenting, 252, 357-358
Child Development: Roles, Responsibilities, Resources, 280-281, 290, 292-295
Parenting and Teaching Young Children, 305-306, 472-475
The Developing Child, 202, 355-356

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C2 23.00 Summarize ways to enhance a preschooler's emotional and social development. (6 days)

OBJECTIVE: C2 23.02 Explain how conscience, personal priorities, and gender roles are formed by preschoolers. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Conscience Follow rules Rewards Punishment Learn by example Gender Roles Identification Stereotypes	C2	7. Select children's books which show males and females in non-traditional roles. Discuss the value of the books.	

Child Development and Parenting, 252, 357-358
Child Development: Roles, Responsibilities, Resources, 280-281, 290, 292-295
Parenting and Teaching Young Children, 305-306, 472-475
The Developing Child, 202, 355-356

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Summarize ways to enhance a preschooler's emotional and social development.
23.00 (6 days)

OBJECTIVE: C2 Summarize ways parents communicate love and affection to preschoolers.
23.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Communicating Affection Attention Body language Guidance Listening Praise Reasonable limits Time	C1A	1. View Threes on the Threshold (21 min.). Complete activity sheet in study packet.	Creative Educational Video 1-800-922-9965
	C2	2. Read stories and describe ways parents interact and show affection with children. Use "Helping Children Learn Self-Esteem."	CD: RRR, TRB, 190
	C2	3. Tape a half sheet of paper to your back. Write one positive comment on each person's sheet. After all comments have been written, read your sheet. Listen to Warm Fuzzies and Other Things. Discuss how positive comments communicate love and affection to preschoolers.	
	C3	4. Role play parental responses to situations in listening, answering questions and giving praise.	"Tips on Promoting Self-Esteem," TDC, TRB, 245
	C3	5. Create a bulletin board depicting ways parents can communicate love and affection to preschoolers.	Art supplies

Child Development and Parenting, 9, 35-36, 245-247, 278, 362
Child Development: Roles, Responsibilities, Resources, 284-289
Parenting and Teaching Young Children, 300-301, 472-475
The Developing Child, 354

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Propose ways to stimulate a preschooler's intellectual development.
24.00 (6 days)

OBJECTIVE: C2 Summarize preschooler intellectual development.
24.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Intellectual Processes Attention Curiosity Memory Reasoning	C1A	1. After listening to a kindergarten teacher, note ways parents can help prepare students for school.	
Preschooler Characteristics Egocentric viewpoint Limited focus	C1	2. Complete "Acquiring Intellectual Concepts" on preschooler intellectual development.	CD: RRR, TRB, 145-146
Preschooler Development Concepts Space Time Dramatic play Sorting Symbol use	C2	3. Construct a bulletin board on road signs of preschooler intellectual development. Use Piaget's "signs" of preoperational thinking.	Art supplies
	C2	4. How does Piaget's idea of cognitive development reinforce the idea that play is an action way of learning at this stage?	
	C2	5. Discuss intellectual development after completing - "Deciphering Development."	TDC, SWB, 133-134

Child Development and Parenting, 223-231
Child Development: Roles, Responsibilities, Resources, 255-260
Parenting and Teaching Young Children, 261-262, 269-271, 472-475
The Developing Children, 360, 362-368

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Propose ways to stimulate a preschooler's intellectual development.
24.00 (6 days)

OBJECTIVE: C2 Summarize preschooler intellectual development.
24.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Intellectual Processes Attention Curiosity Memory Reasoning Preschooler Characteristics Egocentric viewpoint Limited focus Preschooler Development Concepts Space Time Dramatic play Sorting Symbol use	C2 C3 C3 C3	6. Summarize literature on signs of dyslexia. 7. Debate the relevance of intelligence testing for kindergarten. 8. Compare intellectual development in preschoolers by completing "Understanding Intellectual Development." 9. Conduct experiments in conservation. For example, fill two matching glasses with equal amounts of water then pour one glass into a different size/shape container. Discuss what a preoperational child would say about the change. Perform similar conservation experiments with rows of pennies or crumpled paper.	 TDC, SWB, 135-136 Glasses Pennies Paper Water

Child Development and Parenting, 223-231
Child Development: Roles, Responsibilities, Resources, 255-260
Parenting and Teaching Young Children, 261-262, 269-271, 472-475
The Developing Children, 360, 362-368

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Propose ways to stimulate a preschooler's intellectual development.
24.00 (6 days)

OBJECTIVE: C2 Explain language development in preschoolers.
24.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Preschooler Language Development Articulation Grammar Humor Pronunciation Vocabulary Parents' Responsibilities Descriptive language School readiness	C1		1. Gain an understanding of language development by completing "Language and Children."	CD: RRR, TRB, 187
	C1A		2. Visit the local public library. Listen to the librarian discuss selecting appropriate books for preschoolers. Complete "Language and Children."	CD: RRR, TRB, 188
	C1		3. Make flash cards to promote vocabulary development in preschoolers.	
	C2	✔	4. Develop guidelines on the importance of reading in intellectual development. Prepare into a flyer to distribute at local daycare centers.	"Getting Ready to Read," CD: RRR, TRB, 244
	C2		5. Identify causes of speech difficulties. Write prescriptions for assisting with speech difficulties.	
	C3		6. Write a children's story. Using gardner's glove, make a finger puppet to illustrate story.	TDC, TRB, 151 Gloves Art supplies Felt scraps

Child Development: Roles, Responsibilities, Resources, 261-262
Parenting and Teaching Young Children, 264-269, 472-475
The Developing Child, 341, 372-374

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Propose ways to stimulate a preschooler's intellectual development.
24.00 (6 days)

OBJECTIVE: C2 Explain language development in preschoolers.
24.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Preschooler Language Development Articulation Grammar Humor Pronunciation Vocabulary Parents' Responsibilities	C3	✔	7. Select a children's book. Construct a paper bag puppet representing a character from the book. Practice using the puppet and reading the story with a partner. Invite a preschool group to the class. Divide into small groups and read the stories.	Children's books, Paper lunch bags, Art supplies
Descriptive language School readiness	C3	✔	8. Select a children's book and/or story. Present book or story to class using a specific storytelling technique (flannel board, draw' n'tell, cut'n'tell or puppets). Invite a group of children in to present story.	"Books for Preschool Children," CD: RRR, TRB, 246

Child Development: Roles, Responsibilities, Resources, 261-262
Parenting and Teaching Young Children, 264-269, 472-475
The Developing Child, 341, 372-374

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 24.00 Propose ways to stimulate a preschooler's intellectual development. (6 days)

OBJECTIVE: C3 24.03 Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading	C1A	1. Listen to an elementary music teacher discuss appropriate music/movement activities for preschoolers. Learn how to teach music activities to preschoolers.	
Parents' Responsibilities Ask questions Give simple explanations Share experiences	C2	2. Sing classic and popular children's songs ("Old Mac Donald," "Wheels on the Bus," etc.). Discuss the importance of participation in the growth of a preschooler.	
	C2P ✔	3. Participate in the Smart Start program.	Smart Start
	C3	4. Visit a local Head Start program. Evaluate activities to stimulate the growth and development of the preschooler.	
	C3	5. Choose a children's book. Plan activities around theme (book about fish - sing a fish song, fish movement and rhythm exercise, water play, sponge paint fish). Evaluate in relation to stimulation of preschooler intellectual growth and development.	"Books for Children," CD: RRR, TRB, 105-106

Child Development and Parenting, 232-234
Child Development: Roles, Responsibilities, Resources, 278-280
Parenting and Teaching Young Children, 276-282, 472-475
The Developing Child, 362-368

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 24.00 Propose ways to stimulate a preschooler's intellectual development. (6 days)

OBJECTIVE: C3 24.03 Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading Parents' Responsibilities Ask questions	C3	6. Develop a lesson plan to teach/celebrate a holiday. Use with a group of 3-4 year olds. Include age-appropriate activities, behavior guidelines, and number of children. Evaluate activities for appropriateness for preschoolers.	
Give simple explanations Share experiences	C3	7. Work in pairs or small groups to design and construct learning centers for preschoolers (restaurant, doctor's office, post office, school, photo studio, etc.). Supervise preschoolers in centers. Evaluate effectiveness of centers.	Fun to be Four, (20 min.) Creative Educational Video 1-800-922-9965
	C3	8. Determine how a science activity like growing seeds would address all areas of preschooler growth and development.	
	C3	9. Participate in The Parent Pit (Apple). Solve as many parenting pitfalls as possible.	Nasco 1-800-558-9595

Child Development and Parenting, 232-234
Child Development: Roles, Responsibilities, Resources, 278-280
Parenting and Teaching Young Children, 276-282, 472-475
The Developing Child, 362-368

COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 24.00 Propose ways to stimulate a preschooler's intellectual development. (6 days)

OBJECTIVE: C3 24.03 Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading Parents' Responsibilities Ask questions Give simple explanations Share experiences	C3	10. Draw for a specific children's art activity (string art, straw blown painting, sand art, wet chalk or crayon relief). Complete activity. Describe process in completing finished activity with class. Evaluate activity.	Art activtiy cards Art supplies Directions
	C3P	11. Arrange chairs in a circle. Distribute children's musical instruments. Play children's tapes and participate in rhythm band. Select songs in relation to preschooler intellectual growth and development.	Rhythm instruments Children's music tapes Tape player
	P	12. Listen to children's music tapes. Do creative movement activities and dance to music.	Children's music tapes Tape player

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COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Propose ways to stimulate a preschooler's intellectual development.
24.00 (6 days)

OBJECTIVE: C3 Evaluate learning activities in relation to the stimulation of preschooler growth and development.
24.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading Parents' Responsibilities Ask questions Give simple explanations Share experiences	C3	13. Plan a preschool day which stimulates intellectual growth and development. Invite preschoolers to attend class. Plan welcoming activities music activities, storytelling, art, and snack activities. Plan schedule and room arrangement for the class period. Direct preschoolers through the activities.	CD: RRR, TRB, 71-72, 255, 365 TDC, TRB, 160-161
	C3	14. Observe a preschooler for at least one hour. Summarize physical, emotional, social, and intellectual development. Discuss findings in class. Determine the impact the caregiver has on the development of the preschooler.	

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COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Recommend ways to provide for a preschooler's nutritional needs.
25.00 (3 days)

OBJECTIVE: C2 Outline guidelines for feeding preschoolers.
25.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Characteristics Appetite Dexterity Obesity Parents' Response New foods Portion size Snacks	C2	1. Prepare a display on guidelines for feeding preschoolers that encourage good eating habits. Include dishes and utensils designed to assist children in self-feeding. Exhibit during National Nutrition Month.	The Snacking Mouse, (5 min.) Dairy and Food Nutrition Council 1-800-768-6455
	C2	2. Using magazine pictures of foods appropriate for preschoolers, make a person entitled, "I Am What I Eat!"	Magazines
	C2A	3. Listen to the cafeteria mangaer discuss balancing nutrition with appeal. Summarize major suggestions given.	
	C2	4. Give examples of ways children can assist in meal preparation so the meal will be more enjoyable.	
	C2	5. Summarize guidelines for feeding infants, toddlers and preschoolers.	

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COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Recommend ways to provide for a preschooler's nutritional needs.
25.00 (3 days)

OBJECTIVE: C2 Outline guidelines for feeding preschoolers.
25.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Characteristics Appetite Dexterity Obesity Parents' Response New foods Portion size Snacks	C2	6. Divide a paper plate into sections for each group of the Food Guide Pyramid. Glue a magazine picture of a preschooler appropriate food in each section.	Paper plates Magazines
	C2	7. Summarize the influence of television on children's eating by completing "TV Ads and Children's Eating Habits."	TDC, SWB, 115-116
	C3	8. View television or print ads for breakfast cereals. Complete "Reading Nutrition Labels" to assess whether the cereals follow nutritional guidelines for preschoolers.	TDC, SWB, 113-114
	C3	9. Use "Feeding a Prekindergartner" to plan menus for packed lunches for preschoolers.	PTYC, TRC, 125

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COURSE: Parenting and Child Development **UNIT:** The Preschooler

COMPETENCY: C3 Recommend ways to provide for a preschooler's nutritional needs.
25.00 (3 days)

OBJECTIVE: C3 Recommend appropriate food choices for preschoolers.
25.02 (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Food Guide Pyramid Meals Snacks	C3		1. Using food models, assemble healthy snacks and meals.	Nasco 1-800-558-9595
Substitutions	C3	✔	2. Prepare a recipe booklet containing kid-tested healthy snacks and meals. Distribute in daycare centers and kindergartens.	"Brown Bag Do's and Don'ts," TDC, TRB, 140 Recipes
	C3P		3. Prepare and serve snacks to preschoolers.	Super Snacks Nasco 1-800-558-9595
	C3P	✔	4. Allow preschoolers to assist in preparing healthy snacks at a mall booth as a service project.	
	C3		5. Interview a preschooler for a day's diet. Determine if diet is balanced.	
	C3		6. Using restaurant menus, select nutritious preschooler meal from menu. Assess nutritional quality of children's menu items.	Restaurant menus
	C3		7. Using a display of nutritious foods, design a snack that would be appropriate for a preschooler to prepare and eat. Prepare snack and share with class.	Nutritious foods Cooking utensils

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COURSE: Parenting and Child Development

UNIT: Child Care and Educational Experiences

COMPETENCY: C1 26.00 Identify the characteristics of desirable provider care in individual and group settings. (4 days)

OBJECTIVE: C1 26.01 Describe the types of care available for infants, toddlers, and preschoolers. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Types of Care Babysitter Custodial child care Developmental center Head Start Nanny Parent cooperative Preschool	C1	✔	1. Describe types of care available in your community. Investigate the cost, worker ratio, and description of each center. Compile findings into a pamphlet. Distribute in doctors' offices and clinics.	CD: RRR, TRB, 273 TDC, TRB, 179 Phone book Faculty survey
	C1A		2. View Early Child Care and Education (30 min.). Complete listening sheet to distinguish between different types of child care available.	The Developing Child Series, Magna Systems 1-800-523-5503 Listening sheet
	C1		3. Complete "Child Care Vocabulary." Use terms in a game of Concentration.	TDC, SWB, 152
	C1		4. Invite directors of local day care facilities to discuss with students both positive and negative aspects of the type of center they manage. List major points made.	
	C1		5. Tour child care facilities. Identify activity programs and features of each facility. Complete "Observing a Day Care Center."	CD: RRR, TRB, 117-118

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COURSE: Parenting and Child Development

UNIT: Child Care and Educational Experiences

COMPETENCY: C1 26.00 Identify the characteristics of desirable provider care in individual and group settings. (4 days)

OBJECTIVE: C1 26.01 Describe the types of care available for infants, toddlers, and preschoolers. (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Care Babysitter Custodial child care Developmental center Head Start Nanny Parent cooperative Preschool	C3	6. Compare costs for different types of care.	
	C3	7. Rank types of child care according to choice for placement if you had a child. Justify your choice. Participate in Early Childhood Education (IBM, Apple).	Projected Learning Systems 1-800-248-0757

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COURSE: Parenting and Child Development

UNIT: Child Care and Educational Experiences

COMPETENCY: C1 26.00 Identify the characteristics of desirable provider care in individual and group settings. (4 days)

OBJECTIVE: C1 26.02 Recognize guidelines for choosing provider care for infants, toddlers, and preschoolers. (2 days)

CONTENT OUTLINE	BEHAVIOR		ACTIVITIES	RESOURCES
Caregiver Qualities Calmness Child development knowledge Communication skills Dependability Motivation	C1		1. Develop a list for choosing provider care for infants, toddlers, and preschoolers. Compile into a brochure for inclusion in new parents' packets for the hospital.	National Association for the Education of Young Children 1-800-424-2460 Computer
Center Qualities Health certificates Positive guidance Respect for individuals Safety Staff ratio and training State license	C1	✔	2. Prepare charts on guidelines for choosing provider care. Post in doctors' offices and the health department.	
	C1		3. Write a paragraph stating the importance of carefully selecting caregivers.	
	C1A		4. Listen to parents discuss selection of provider care. List major points.	
	C1		5. Interview daycare director using questions most asked by prospective parents. Determine features of their center.	
	C2		6. Assuming you are a parent, write a letter to your babysitter including all your expectations of appropriate care for your child.	

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COURSE: Parenting and Child Development

UNIT: Child Care and Educational Experiences

COMPETENCY: C2 27.00 Explain ways to encourage the growth and development of children with special needs. (6 days)

OBJECTIVE: C1 27.01 Recognize the characteristics of children with special needs. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Special Needs Children Handicapped Physical Cerebral palsy Cystic fibrosis Muscular dystrophy	C1A	1. Listen to a special education teacher discuss characteristics of special needs children and laws concerning their education. Complete listening sheet.	Listening sheet
Mental Dyslexia Retardation Emotional Autism Depression Gifted	C1A	2. View Special People, Special Needs (42 min.). Complete a viewing sheet.	Creative Educational Video 1-800-922-9965 Viewing Sheet
	C1	3. Listen to a panel of parents with special needs children identify the challenges of parenting a special needs child. Complete "Vocabulary Puzzle."	PTYC, TRC, 163
	C1	4. Describe parental supports for different handicapping conditions at various ages.	
	C1	5. Identify signs of giftedness in children.	

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COURSE: Parenting and Child Development

UNIT: Child Care and Educational Experiences

COMPETENCY: C2 27.00 Explain ways to encourage the growth and development of children with special needs. (6 days)

OB ECTIVE: C1 27.01 Recognize the characteristics of children with special needs. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Special Needs Children Handicapped Physical Cerebral palsy Cystic fibrosis Muscular dystrophy Mental Dyslexia Retardation Emotional Autism Depression Gifted	C2	6. Invite guest speakers with disabilities to teach others awareness of special needs. Complete "Learning Disability Simulation." Discuss how you felt after the simulation.	TDC, SWB, 132 Association for Retarded Citizens
	C3	7. Describe congenital, health and environmental conditions leading to handicapping conditions in children and possible prevention and treatment programs. Analyze cost and effectiveness of prevention.	
	C3	8. Recommend enrichment activities for gifted children.	
	C3P	9. Observe a classroom composed of children with special needs. Suggest or plan activities or projects for these children.	Hearing impaired classroom Physically impaired classroom

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COURSE: Parenting and Child Development

UNIT: Child Care and Educational Experiences

COMPETENCY: C2 27.00 Explain ways to encourage the growth and development of children with special needs.
(6 days)

OBJECTIVE: C2 27.02 Summarize environments and techniques that stimulate development in special needs children.
(3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Environments and Techniques Physical handicaps Exercise Independence Self-care Mental handicaps Demonstrations Expectations Manners Repetition Emotional handicaps Acceptance Self-image Therapy Gifted children Acceptance Challenge Peers Recognition	C2	1. Compile a list of community agencies that provide assistance to special needs children into a community directory.	"Special Programs for Special Children," PTYC, TRC, 156
	C2A	2. Invite parents of special needs children to class. Discuss changes they have made for their child and resources they have utilized.	
	C2A	3. Invite a genetics counselor to talk to students about services and assistance available to special needs children and their families. Complete "Decisions/Decisions" to discuss environment which stimulate special needs children.	PTYC, TRC, 159
	C2	4. Contact Division of Maternal and Child Health to summarize services and resources available.	Division of Maternal and Child Health Developmental Evaluation Centers
	C2	5. Write a letter as if you are the parent of an older special needs child to a family who has just had a baby who has special needs. Describe the environment you created for your child.	

Child Development: Roles, Responsibilities, Resources, 459-467
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The Developing Child, 368-371, 454-460

COURSE: Parenting and Child Development **UNIT:** Child Care and Educational Experiences

COMPETENCY: C2 Summarize occupations and careers in parenting and child development.
28.00 (6 days)

OBJECTIVE: C1 Identify parenting and child development careers.
28.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parenting and Child Development Careers Au pair Audiologist Dance teacher Entrepreneur Party planner Pediatrician Physical therapist Professor Speech pathologist Teacher Toy designer	C1	1. Identify career opportunities and requirements for parenting and child development careers.	Occupational Outlook Handbook
	C1A	2. View video Working with Families and Children: Career Opportunities (24 min.). Note the variety of parenting and child development careers.	Creative Educational Video 1-800-922-9965
	C2	3. Make posters identifying parenting and child development careers.	Poster paper Art supplies
	A	4. Visit programs that offer advance training in parenting and child development careers.	"Career Search," TDC, SWB, 171-172
	C3	5. Relate parenting and child development skills to other occupations. What skills are common to each?	"Careers with Children," CD: RRR, TRB, 403

Child Development: Roles, Responsibilities, Resources, 402-407
Parenting and Teaching Young Children, 444-448
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COURSE: Parenting and Child Development **UNIT:** Child Care and Educational Experiences

COMPETENCY: C2 28.00 Summarize occupations and careers in parenting and child development. (6 days)

OBJECTIVE: C2 28.02 Summarize the personal qualities needed for success in parenting and child development jobs and careers. (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Personal Qualities Calmness Creativity Dependability Maturity Organization Patience Scientific knowledge Sense of humor	C1	1. Match a list of personal qualities to related parenting and child development careers.	Career cards Quality cards
	C2	2. Choose a parenting and child development career you are interested in pursuing. Write a paper detailing the career.	Occupational Outlook Handbook
	C2	3. Complete a career ladder on a parenting and child development career.	Occupational Outlook Handbook
	A	4. Listen to professionals in parenting and child development careers discuss personal qualities for success in their field.	
	C3A	5. View Career Self-Assessment: Where Do You Fit? (27 min.). Complete self-assessment while viewing video.	The Learning Seed 1-800-634-4941
	C3	6. Using a computer program, assess personal qualities needed for success in parenting and child development careers.	

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The Developing Child, 483